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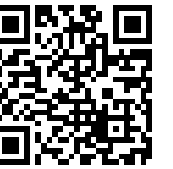

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The Connecticut

COMMON SCHOOL JOURNAL,

PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

DAVID N. CAMP, New Britain, Resident Editor.

Vol. XXI., JANUARY, 1866.

NEW SERIES, VOL. XIII., No. 1.

TERMS.—*One Dollar a year, payable in advance* All remittances, letters and communications to be addressed to DAVID N. CAMP, NEW BRITAIN, Conn.

POSTAGE.—Twelve cents a year, if paid in advance at the office where taken.

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THE

Connecticut Common School Journal

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, JANUARY, 1866. No. 1.

VALUE OF EDUCATION.

THE value of education is not determined like the value of a steam-engine—by its immediate results. It can not be measured and represented in concrete terms, as physical force is ascertained and registered, and yet it is none the less a positive element, affecting with equal certainty, trade, commerce, the happiness of the individual, and the welfare of the state.

By education is intended no particular course of study, whether in public or private schools, colleges, or seminaries, nor is the term confined to study and recitation alone, but it includes all that course of instruction and discipline, incidental as well as direct, which contributes to the healthful development of the powers of the body and mind, to the inculcation of truth, the gaining of useful knowledge, and the forming of good habits. Education is chiefly valuable for the power it gives. The proper development and training of the intellectual faculties will enable their possessor to perceive more clearly, to discriminate more nicely, to judge more wisely, and reason more correctly. While it prevents an

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overbearing rudeness, and an improper confidence in one's own opinions, it gives self-reliance and calm self-possession, fitting a person better to bear trial, do duty, and enjoy privilege.

Education has an *economic* value. It enables the individual to provide more fully for his own wants. It increases his power and directs him how to employ it wisely. It leads him to understand the conditions of health, the nature of food and drink, and the laws of his own physical well-being. His attention is called to the importance of pure air, the necessity of ventilation, cleanliness, regular habits, proper exercise and periodic rest. Proper education should prevent intemperance and gross sensuality, and relieve society from the disastrous effects of violated physiological laws.

Every educated person is better acquainted with the laws of matter, and able more skillfully to increase, direct or diminish natural forces, and thus increase the value, and promote the change of natural products. Agriculture is conducted far more skillfully in a community where educated mind directs tillage, seed-sowing and harvest. The soil becomes more productive, is kept in better condition, and makes a better return for capital invested. The mechanic arts are carried to a higher degree of perfection where educated labor can be employed. This is true of the simplest operations in the shop, and as the work becomes more complex, or depends upon a greater number of conditions for success, it becomes more important that an intelligent mind should direct its operations. The educated workman is able to choose from a greater variety of occupations, and is more successful in the one which becomes his choice. In some of the manufactories of this state the first question put to operatives from abroad who apply for situations, is, "Can you read and write?" If they can not, they are rejected at once. If they can, and have additional education, it is found that those persons who have the most thorough and best common education are the most skillful, understand quicker the instruction of the superintendent, and are best able to adapt themselves to a change in circumstances. Their labor is more valuable, and receives a higher compensation.

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The value of domestic manufactures is rapidly increasing. The annual products by the last census were nineteen hundred millions of dollars. In some departments the labor of an educated workman is worth more than twice as much as the labor of the ignorant one. If the one million three hundred and eighty-five thousand persons engaged in manufactures were all educated in our public or private schools, though their education were limited to the rudiments of learning, yet if thorough, philosophical and correct, it would very largely increase the value of labor and the productive wealth of the nation. If their education was more comprehensive it would be still more productive. Property is more valuable in an educated community. It is more secure, and with greater certainty supplies the wants of society.

Education has also a *social* value. Man is a social being. His desire for society leads to the development and culture of his noblest faculties. The varied influences mutually operating, acting and re-acting in society, in every enlightened country, become more complex and interwoven with every step of advancement. In proportion to the fitness of each individual to be a companion and friend of others, to add to the general stock of knowledge, and to exert a refining influence on a community, elevating its aim, ennobling its pursuits, and giving harmony to intercourse, is the value of society increased. Every influence which brings a greater regard for truth and honesty, which enlarges the view of life, which improves the taste and purifies the moral atmosphere, adds to the happiness of individuals, and increases their social enjoyment. This will ever be the result of proper education. In developing the faculties, it gives enlargement of thought, comprehensiveness of view, with delicacy of feeling. Bringing a liberal culture of the individual, multiplied by the number of educated persons in a family, it adds to the refinement and enjoyment of the domestic circle. It makes the home happier. For if education is conducted with reference to the whole being, it must include moral culture and a love for the beautiful and true. The members of the family have more objects of common interest; they unite

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in efforts to bring more of real joy to the household. Nature guided by skillful hands smiles more sweetly; art contributes her productions; literature pours out her treasures, and the great and gifted of other days become the companions of the true man or woman, whether in the palace of the rich, or the cottage of the poor. The aggregate of many happy homes will tend to make a peaceful, happy community. The influence of truth, and harmony, and love in the family will be felt in society. It will soften the hard aspect of mere business transactions, shading down the strong coloring of intense selfish interests, harmonizing discordant elements, and giving to social life its highest value. Much of the influence exerted by New England has been derived from the teaching and influence of New England homes. These have been the nurseries of manly strength, of those noble virtues that have given to New England mind its character and success.

Education has other values, as it is related to government, to the rights and duties of citizens, and the eternal well-being of man. It has a value connected with every interest of humanity here, and with man's higher destiny hereafter. It is life's great work, that for which all other work exists, the preparation for all the future. All rightly engaged in this work, whether as religious or secular teachers—in the family, the school, or the university, by oral instruction, or with the pen, or the press—are co-laborers in the advancement of the race. The district, town, or state which has secured all the conditions and appliances requisite for the best education of the whole community, has secured the most important condition for its own permanent prosperity. The community which neglects to provide for the thorough education of all of its children and youth, fails in its duty to coming generations, to the state, and the world.

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TEACHING A PROFESSION.

ALTHOUGH many men at the present day spend a life time in the work of teaching, it has not yet come to be styled as one of the learned Professions. Why is this? Is it because those engaged in it are of inferior mind or education? Is it because there is not richness and depth enough to this field of labor to demand and attract the best of minds? We think not, but should rather say that in the early stages of a people's government in a new country like ours the tendency is to overlook what is not thoroughly practical and discloses to the eye its necessity. The fault, it seems to us, is not in the subject or workers, but in the too little interest, and respect shown for education among us as a people. It was more the self-sacrificing efforts of Horace Mann than the waking up of its people that organized and developed the common school system of Massachusetts. Let the people recognize the necessity for thorough and universal education in this country, let them show such respect for the work of education as to demand the best of instruction without reference to cost everywhere, and the first and greatest step will be taken to elevate teaching to the rank of a profession.

In considering the nature and influences of the work of teaching we shall take Dr. Arnold as our text, "what a pity that a man fit to be a statesman should be engaged in teaching school boys,"—was said of him and is the sentiment of we were about to say the majority respecting teachers like Dr. Arnold. But that man who investigated deeply human society perceived the high position which nature, if not man, had assigned to his occupation. He perceived that high talents highly trained would find enough to do and would receive a rich reward in the occupation of teaching. Dr. Arnold has done more, perhaps, than any other one to show that the teacher is entitled to a distinction equal to that of professional men both from practice and development of the nature of the work in the light of reason.

In his letters and writings he was accustomed to represent teaching as one department of the ministerial profession.

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Thus in speaking of the choice of a new usher in the school at Rugby he says—"The qualifications which I deem essential to the one performance of the master's duties here are that he should devote himself to it as the especial branch of the ministerial calling which he has chosen to follow." So with us many earn the title of Reverend, who intentionally spend a life time in teaching. We can hardly conceive of a person's fitting himself to perform the duties of a higher profession and then using that preparation in a work which is not even deserving the name of a profession. Educating the conscience and educating the intellect are two different things, and the former is of more vital importance than the latter. Yet they both demand similar routine of thought and action. Both are teachers. In his Oxford lectures Dr. Arnold again alludes to the profession of teaching thus—"The citizens of a state are to be instructed in certain truths and habits. In the case of the young such instruction is called education. In the case of the rest of community it is called religion." The educator and guide of the heart and conscience is more indispensable and engaged in a work of more momentous interest. Yet the bringing out and controlling the intellectual and moral nature demands a similar preparation, a similar daily work, and is less in dignity, mostly because such work is not so absolutely indispensable as the other.

As in other professions a technical preparation is necessary for this. Dr. Arnold speaks of a friend as being unfit to take a position as teacher by reason of his not being prepared in the "theory and practice of teaching." His own practice in the family school at Laleham fitted him to become a skilled workman at Rugby. A knowledge of the best method of presenting subjects to classes, and of the method of approaching the young in all the departments of instruction and discipline he gained himself from nature's rather than the professional school. But if we understand aright his ideas on the subject, we cannot doubt that he would ardently have engaged in the work of forming a Professional School for Teachers. Dr. Arnold would not have considered it un-

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worthy of his time and reputation to work for the formation of a Professorship of pedagogics at Oxford. With his exalted sentiments respecting the proper preparation for a teacher before engaging in his labors, and his belief that such preparation could be best got by a preliminary training, he could not but have been an earnest and confident advocate of such a reform.

Neither does a man blessed with a high order of mind throw it away in superintending the passage of youths through the same tasks and discipline year after year. It may be possible but it is not necessary that a true workman in this profession should become stagnant from a life of sameness. Dr. Arnold considered it his duty to make his mind the running stream and not the stagnant pool. "Education," he said, "is a dynamical and not a mechanical process, and the more powerful and vigorous the mind of the teacher, the more clearly and readily he can grasp things, the better fitted he is to alleviate the minds of others." Certainly a view of Dr. Arnold engaged in the full head of his school at Rugby is not that of a man who runs on in the same routine educating others but without equal growth and activity in his own mind. The fact that so many teachers and particularly principals advance so far in acquaintance with their profession and in self improvement, but stop there and work for years as mere machines without contact with the world, so to speak, is perhaps owing to the fact that teaching is naturally separated from active contact with men and the world more than the other three professions. But the best mode of instructing, school mechanism, reforms in the system of education, are subjects sufficient to keep in energetic action the minds of most teachers. The nice discrimination required all the time to judge of the nature of pupils and the especial kind of treatment best fitted for their correction and improvement demands constant and vigilant observation and study. With the acumen of a lawyer Dr. Arnold gives his opinion in a particular case,—"It is a good thing, I have no doubt, that—has left us; his is just one of those characters that cannot bear a public school, and may

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be saved and turned to great good by the humanities of private tuition." There is enough for thought and study of the most energetic kind in the work of the teacher. Let the public become a vigilant critic in educational affairs, let men of high talent and culture enter this profession, and there appears to be no valid reason for his becoming stagnant in mental growth under its influences. The fact that it has been so, scarcely proves that it will be so under a more advanced state of civilization and a more enlightened public opinion.

True it is that calling teaching a profession does not make it such, but if it is called so we understand that it has made clear its power, extent and importance to the world. Neither would it have made medicine a profession to have called it so before it had made such an exposition of itself as to merit that distinction. But it seems to us that a true and faithful development of the work of teaching shows that it is broad enough to encourage a man to engage in it as a life's work: that the teacher absolutely requires a preliminary preparation, without which he may manage to get along but only to dishonor his calling: that it is a work of sufficient dignity to demand the highest and best educated talent; that its pursuit is as conducive to the intellectual growth of the teacher as any of the learned professions. If these considerations are correct why should we not require of the teacher a diploma testifying to his preparation and fitness, as is done in some countries, and is done here in reference to all three of the learned professions. In Germany, a doctor means an educational as well as a religious teacher, and both stand in a place of great distinction. It may be that we are not very far from the day when our civilization and public opinion will show the teacher similar distinction.

C. P. O.

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For the Common School Journal.

SCHOOL LIBRARIES.

The importance of a well chosen library as a means of education is not sufficiently well understood by the majority of the people that patronize our public schools. Our state recognizes its utility and places the means for securing a library within the reach of every district in the commonwealth. But many have not availed themselves of the opportunity. The reason must be, I think, that they do not well consider the benefits they might derive therefrom. Let us look at some of the advantages, and then inquire how a library may be secured. A good library should contain works for reference, and books for general reading calculated not only to interest the children but the people generally. Every common school should be supplied with a large dictionary and a general encyclopaedia. To these may be added reference books on all the branches taught. Nothing can supply the place of a good dictionary. It should be in constant, daily use. In the process of awakening thought a correct use of words is indispensable. In teaching it is of no use to use words that are not understood, as no idea will be awakened in the child's mind. Hence the great necessity of constantly enlarging the child's knowledge of the meaning and use of words. A person of high culture is known by his accuracy in using language. Every teacher should constantly strive to encourage each pupil to trace out for himself the meaning of all words he may find in his lessons or that he may be required to use in recitation. Hence a dictionary is an indispensable article in the school room and the pupil should be taught to use it wisely and well. Very much of our success in teaching depends upon this consideration. Any thing that can be done to stimulate the child to persevering efforts in this direction will prove highly valuable. What then can take the place of the dictionary? Will it be urged that the teacher should supply the place? That would defeat the great object of all instruction, namely to teach children habits of self-reliance. The value

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of a good encyclopaedia can be readily perceived by any intelligent person. Not only will it have a value in giving a more particular and extended view of many of the terms that will be found, than the dictionary, but it will be particularly valuable in geography, history, biography, art, science, literature and general intelligence. Many classical allusions will be found in the reading and other lessons of whose meaning the child will be ignorant. The lesson will not be well understood and as a matter of course, interest will flag unless some means of gaining the proper knowledge is at hand. Here a good cyclopaedia is available. Reading, history, grammar, geography, will all be made more interesting and profitable if children are taught to make a proper use of good reference books. When they have been taught to search for knowledge for themselves, it is a daily pleasure to the thoughtful teacher to witness their efforts to gain more knowledge of their lessons than the ordinary text book furnishes. Much of the teacher's work is done where the child has been taught to depend upon its own efforts to gain an education. But little is really gained if the child leaves school without acquiring a habit of thoughtful investigation. A good library will also contain valuable and useful books for general reading. These will have a value for the children and also for the people generally.

It is well known that a love of good books is a power in any community. The child that loves good reading will often be attracted by it to spend the leisure hours of evening at home in its perusal rather than in the streets, perhaps in bad company or in questionable practices. Then if the people at home are also interested much good may be done by reading to each other and talking of the subject upon which they are reading. An half hour spent in this way would be profitable to parent and child. Home will be more attractive, the child would love the parent more for the interest manifested, the parent would be pleased to witness the gradual development of the mental powers of the youthful mind, a literary taste might be gradually acquired, and much knowledge of natural history and other sciences ac-

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quired. A few good books on schools and school teaching would prove a valuable auxiliary to the teacher, if they were well read by parents. There will always be some that will read such books and they could easily induce others to do so.

In this way many might be induced to read some of the standard works on education and they would thus gain a knowledge of their relation to the school which they would not be likely to otherwise acquire. The result of such knowledge on the part of thoughtful parents would be to enter more into the plans of the teacher and to aid him in securing punctuality of attendance and proper obedience to the regulations of school. We also think that a well chosen library should contain some books of genuine poetry. They should be standard works and of such a nature as to be easily understood. The works of many of our own authors should be placed within reach of the young that they may know what our poetic literature contains and the themes that have called into vigorous activity the generous impulses of our noblest writers.

We will now inquire how a library may be obtained at no great expense by every district in the state. The state promises to every district the sum of ten dollars whenever a district shall raise a like sum for the first installment of books, and subsequently five dollars a year on raising a like sum. Now let each teacher in the state set to work and raise the required amount. Probably nearly every district that has not already obtained books, might do so, if the teacher would awaken a little interest in school upon the subject and then let some of the pupils canvass the district for money. Books have been repeatedly obtained in this way and might be in many other places by a little effort on the part of the teacher and others most interested. A library once commenced could easily be increased year after year by but little effort. It seems to be a subject of sufficient importance to engage the attention of every teacher and school visitor in the state. Let each visitor in his calls invite each teacher to make the effort and I think very many more districts would soon enjoy the benefit of a good library. T. K. P.

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"OBJECT SYSTEM OF INSTRUCTION AS PURSUED IN THE SCHOOLS OF OSWEGO."

EDUCATIONAL PRINCIPLES.

We will consider first some of the principles on which this system is based.

It proceeds upon the assumption that there is in every child a three-fold nature—moral, intellectual and physical; that each of these should receive its due share of attention; that no one can be neglected without injury to that symmetry of character which it should be the highest aim of education to produce; that exercise is the condition of growth with the moral and intellectual, as with the physical powers; that excess of exercise tends to weaken and injure these faculties as inevitably as does the want of exercise; that the great and only danger in this direction, in a course of school discipline, lies in the over-taxing of the intellectual powers; a danger which in infancy is somewhat imminent. At this point it is a matter of the highest importance that the exercises should be well regulated and adapted to the successive stages of development.

Moral education in its earliest processes has to do with the *feelings*, and is based upon *action*. The first thing to be attained is to form "*habits of right action*." At a later period intelligence and association are made to bear their part. By action, we refer not only to those acts of superiors and associates which serve as examples, but those personal acts which go to form *habits*. The child must not only be taught to *avoid* the wrong, but to *do* the right. Of the *method* of treating this subject we shall speak further under its appropriate head.

Physical education as related to the school, must depend on the circumstances connected with the school building, and the management of the school. Here we cannot stop to go into details. Suffice it to say that due attention must be given to the location of the school; to light, heat, air, and the furniture of the room; to the health, cleanliness, posture, nature and extent of the school work of the pupils. The

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subjects of instruction should frequently change, and be interspersed with *physical exercises;* something that calls into action the various muscles of the body. Let the teacher ever be mindful that "*change is rest.*"

Intellectual education is based upon the assumption that there is a natural order in the evolution of the human faculties. That while there is in every infant mind the germ of all the faculties, some are earlier and more strongly developed than others; and even those of slower growth have distinct states of development.

All these faculties should receive attention and cultivation the moment they show signs of activity, and somewhat in proportion to their power and stage of development.

In this order of development the earliest faculties to manifest themselves are what Hamilton calls the presentative and representative faculties, including memory; or what are more commonly denominated the perceptive and conceptive faculties, including memory and imagination. Just in proportion to the activity, vividness and accuracy of these faculties will all the future processes of education be easy, pleasurable and successful. Even the higher faculties of comparison and reason which are more tardy in their development, must depend upon these as the basis of their activity and cultivation. Hence the first business of the educator is to awaken, quicken, guide, and by exercise strengthen these faculties; and thus lay well the foundation for future acquisitions and success.

In the cultivation of the representative faculties, language is an essential requisite. Hence this must receive the early attention of the teacher. It was a principle of Pestalozzi first to cultivate accurate observation, and second accurate expression. "Ideas first and words afterwards." No one will deny that language and thought act reciprocally upon each other. Language quickens thought, while it imparts to it strength and vividness. New ideas labor for expression; and until clothed in words are little more than idle phantoms. To give them real, tangible form, and a clear, distinct existence, they must put on the habiliments of language. Hence

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in the process of education we should first lead the child to observe, and second to express what he observes. This language should at first be very simple and adapted to the age and development of the child. As of ideas, so of language, it may be said to be of slow growth. That this association of language with ideas is in strict accordance with nature, is evident to the most casual observer. What parent is not daily wearied with the continued repetition of the interrogative pronouns, from morn till night; and who has not observed how easily satisfied these eager enquirers are with a *name?* If not otherwise gratified, they will even apply names of their own coining. Reason is cultivated at this early period by the comparison of tangible objects and their qualities, and the various phenomena of nature. In fact, the highest result of observation may be said to be the cultivation of the faculty of comparison.

In addition to the points already named, there are certain characteristics of childhood that are to be considered in the early processes of education. As among the most prominent of these may be named love of activity, both of mind and body; love of knowledge; love of sympathy; love of variety; activity of the senses; and vividness of the imagination.

To this we may add that there are certain principles that should guide the educator in his work. The child should be trained to do for himself, and never be told that which he can (without too much loss of time) discover for himself. We should always begin with the senses, and proceed step by step, presenting but one difficulty at a time, and see to it that each successive step is thoroughly mastered before a new one is taken. "The measure of information is not what the teacher can give, but what the child can receive." Care should always be taken to develop ideas before giving terms; but next in importance to the awakening of ideas, is the cultivation of language. In the natural order of education we must "proceed from the known to the unknown; from the particular to the general; from the concrete to the abstract; from the simple to the more difficult; from synthe-

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sis to analysis; following the order of nature, rather than the order of the subject."

We do not claim that these theories and principles are *new*, or that they are *universal* in their application. They are only stated as general rules, and what rules have not their exceptions? Many of the truths enunciated here are indeed "older than Pestalozzi, and may (*perhaps?*) be found in half the works on education published in this country during the last thirty years." But have they been *as generally applied in our schools?* If so, we must fall under the ban of ignorance as to what our schools have been doing for the last quarter of a century. While it has been our aim to carry these principles into practice in our schools, we have not the vanity to suppose that we have always been successful, or that we never make mistakes.

Oswego School Report, 1865.

STATE BOARD OF EDUCATION.

The act constituting a State Board of Education, provides that:

SEC. 1. There shall be appointed by the generally assembly, four persons, to be selected, one from each congressional district in the state, who, together with the governor and lieutenant-governor, shall constitute and be denominated the "Board of Education," and the persons so appointed shall hold their offices for the term of four years; but the first person named in said board shall go out of office at the end of one year, the next named at the end of two years, and so of the remaining members, one retiring each year in the order in which they are named, till the whole board be changed; and the governor and lieutenant-governor may fill, till the next session of the general assembly, all vacancies in said board which may occur from death, resignation or otherwise.

SEC. 2. The board of education shall have general supervision and control of the educational interests of the state; they shall discharge all the duties and exercise all the powers heretofore by any legislation committed to the trustees of

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the normal school; shall have power to direct what books shall be used, in all the schools of the state; shall prescribe the form of registers to be kept in the schools, and the form of the blanks and inquiries for the returns to be made by the school committees; shall, annually, on or before the third Wednesday in May, lay before the legislature a report containing a printed abstract of said returns, and a detailed report of all the doings of the board, with such observations upon the condition and efficiency of the system of popular education, and such suggestions as to the best means of improving it, as the experience and reflection of the board may dictate.

SEC. 3. The board may appoint its own secretary, who, under its direction, shall make the abstracts required by section two, and discharge all the duties heretofore by any legislation devolved upon the superintendent of common schools; he shall suggest to the board and to the legislature, improvements in the system of public schools, and in the management of the normal school; shall visit, as often as his other duties will permit, different parts of the state, for the purpose [of] awakening and guiding public sentiment in relation to the practical interests of education; shall collect in his office, such school books, apparatus, maps and charts, as can be obtained without expense to the state; receive and arrange in his office, the reports and returns of the school committees, and receive, preserve or distribute the state documents in relation to the public schools.

The Board organized by the appointment of Governor Buckingham, chairman, and Prof. D. C. Gilman of New Haven, secretary. The Board has had several meetings, and issued an introductory circular which has been sent to the acting school visitors of all the towns in the state. From this circular we make the following extracts including the topics about which the most inquiry has been made of us.

"The undersigned, having entered upon their work as the members of this board, hereby invite the co-operation of all the local school officers, teachers of public and private schools, clergymen of the different denominations, the editors of newspapers, and all other friends of popular education. There is reason to believe that with the return of Peace, new interest will be manifested in the common schools of the State; new measures may likewise be required to meet the just demands of the people and to restore the good name of Connecticut to its former distinction in educational honor.

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It will be the aim of the Board to remove the indifference manifest with regard to education in some portions of the State, suggest reforms and improvements wherever they seem called for, increase the efficiency of the Normal School, reorganize the system of Teachers' Institutes, and, in general, carry out the spirit as well as the letter of the recent enactments of the Legislature. Particular attention is now called to the following topics:

THE NORMAL SCHOOL.

This institution remains under the charge of Prof. D. N. Camp, who will devote to it all his time and energy, assisted by an efficient corps of teachers. Occasional lectures by persons not connected with the school, and resident in different parts or the State, may also be expected.

Henceforward, in accordance with the recent law, all candidates for admission to the school will be examined in the common branches of an English education,—Arithmetic, Grammar, Geography, Spelling and United States History. This examination will be conducted at New Britain, by the Principal of the school, under the direction of the Board, and all candidates not qualified in these respects, will be rejected. To prevent disappointment, it will therefore be advisable for school visitors to give their certificates to none who are not reasonably certain to pass this test. By this check on the admission of unworthy or ill-prepared scholars, it is believed that the instruction of the school will be elevated, and that the teachers sent out from the Normal School will be more than heretofore, a credit to the institution. It is a matter of congratulation that the Legislature has consented to approve this measure,—so essential to a well ordered school.

At the beginning of the term now in progress, thirty-seven candidates were examined,—three of whom were refused admission, and six were received only on condition of their making up at once the deficiencies which the examination had revealed.

UNIFORMITY OF TEXT-BOOKS.

The Legislature has empowered (but not required) this Board "to direct what books shall be used in all the schools of the State." In reply to numerous inquiries as to the probable action of the Board, the following preliminary statement is made.

1. The Board of Education is unwilling, in a matter of such grave importance, embarrassed by such obvious difficul-

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ties, to act without mature deliberation, and considerable time must necessarily elapse before a definite conclusion is reached.

2. Until the Board does act, the power of deciding upon text-books remains, as heretofore, with the School Visitors of the several towns, or the local Boards of Education in the consolidated school districts.

3. The Board, in the most emphatic manner, recommends that in every town a uniformity of school books be at once secured in the public schools. Where there is any delay in securing this result, the School Visitors should require that at least in every district only one set of school books be used. The practice which still prevails in some towns of employing in the same district, and the same school, several books of the same grade, on the same subject, ought at once to be broken up.

4. Whenever the Board does act in the matter of text books it will probably be in an advisory and not in a compulsory manner,—tending gradually to introduce the very best books without interfering too much with local usages or preference. At any rate it is not likely that hasty or radical changes will be made.

UNIFORMITY OF SCHOOL REGISTERS.

The Secretary has been directed to prepare and publish in accordance with the law, a Register for the use of the various schools of the State. He will soon make an announcement of the mode in which it can be procured. Meanwhile the registers heretofore in use should of course be continued.

WEBSTER'S DICTIONARY.

The Board unanimously recommend that a copy of the last revised edition of Webster's Quarto Dictionary be placed as a book of reference in every school of the State. The library appropriation made from the State treasury to every school district, may well be directed to the purchase of this volume."

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ALUMNI OF THE STATE NORMAL SCHOOL.

We have received from the Secretary of the "Association of Alumni of the State Normal School," the report presented at the Thirteenth Annual Meeting of the Association, and also the Catalogue of Alumni. The report has evidently been prepared with much care, and it contains facts of interest to all connected with the Normal School. We hope that its suggestions will receive the calm consideration of every member of the association, and meet with a ready response from all. The catalogue gives the names of all who have been connected with the association, the number of each class married, the deaths of members, and the names of all who have been teaching the past year.

The association including the class of '65, numbers 226. Of the 214 graduated before this year, 211, or all but three, have taught, 11 have died, several have been in the army, but there are 120 who are known to have been teaching the past year. These have been engaged in different positions: 26 at the head of graded schools as principals, 30 in other departments of graded schools, 6 as principals of academies or public high schools, and the remainder in mixed district schools or other schools not specified. With a single exception, all the class of 1864 have been teaching. The class which graduated last term are all teaching but two.

One fourth of the young men who graduated before 1861, and were living at that time, or when the late war commenced, served their country in the army or navy. One was mortally wounded at Port Hudson, another on the Mississippi, one was killed at the first battle of Fredericksburg and one died in a hospital in Virginia; four were supposed to be in the army, the first of August, one was a Captain in the Tenth Connecticut and one an Adjutant on Gen. Hawley's Staff. Of fifty-seven who have graduated since 1861, two are dead, forty-seven are known to have been teaching the past year, and five of the remaining eight have taught since they left the Normal School.

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AMENDMENTS TO THE SCHOOL LAWS.

We have given on a preceding page, (15th) the law creating the "Board of Education." We add here, the other amendments to the School Laws, passed by the last General Assembly. It will be noticed that the *Truant Act* gives towns and cities power to make all needful provisions concerning habitual truants, but the act will be inoperative unless towns make such regulations and appoint such officers as are necessary for the efficient enforcement of the act. The law for the consolidation of school districts makes it necessary that a majority of the districts of a town shall approve of any vote of the town for consolidation before such consolidation shall take effect.

An Act concerning Truant Children, Vagrants, and Absentees from School.

Sec. 1. Each town may make all needful provisions and arrangements concerning habitual truants, and also concerning children wandering about the streets or public places of any city or town, having no lawful occupation or business, nor attending school, and growing up in ignorance, between the ages of seven and sixteen years; and may also make such by-laws respecting such children as shall be most conducive to their welfare and the good order of such city or town; and there shall be annexed to such by-laws suitable penalties not exceeding twenty dollars for any one breach. *Provided*, that said by-laws shall be approved by the superior court sitting in any county in the state.

Sec. 2. Any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of any city or town, having no lawful business, nor attending school, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in the first section, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose by such city or town under the authority of the first section, for such time not exceeding two years, as such justice or court may determine.

Sec. 3. The several cities and towns may appoint at the annual meetings of such towns, or annually by the mayor and aldermen of such cities, three or more persons, who alone shall be authorized to prosecute for violation of such by-laws.

Sec. 4. Warrants issued under this chapter shall be returnable before any justice of the peace, or judge of the police court of the town or city: and the justice or judge shall receive such compensation as the city or town shall determine.

An Act in addition to and in alteration of an Act entitled "An Act concerning Education."

Sec. 1. A town may at any time consolidate all the school dis-

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tricts therein in one district, to be known as the school district of [name of town,] and shall thereupon forthwith take possession of all school houses, land, apparatus, and other property owned and used for school purposes, which such districts might lawfully sell and convey; *provided however*, that no such consolidation shall take effect until a majority of the school districts in the town shall, by majority vote, in lawful meeting duly warned, approve thereof. The property so taken shall be appraised under the direction of the town, and, at the next annual assessment thereafter, a tax shall be levied upon the whole town, equal to the amount of said appraisal; and there shall be remitted to the tax payers of each district the said appraised value of its property thus taken; or, the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest.

SEC. 2. Whenever any town shall consolidate its school districts, as is provided in the first section of this act, such town may, at its annual meeting, or at any special meeting called for such purpose, elect by ballot a committee of the town, not exceeding in number five persons, who shall have all the powers and discharge all the duties in relation to such school which are by law imposed upon district committees in relation to district schools.

THE JOURNAL—A NEW VOLUME.

WITH the present number commences a new volume of the Journal. As already announced in the last number, its former editor, after many years of faithful service, resigned his position and the immediate charge of the Journal has been committed to the present resident editor, by the State Teachers' Association.

We much preferred that some other person should conduct the Journal the coming year, but our objections were over-ruled, and we accepted the charge of it assured that we should have the co-operation of teachers and friends.

The Journal first came to us in 1838, when originally started by its first editor, Hon. Henry Barnard. It was then a welcome friend. We have received every number since, and have read its pages with interest and profit.

Our relations to all of its editors have been pleasant and such as to give us an opportunity to know something of the labor it imposes, and the pecuniary sacrifice it has involved. These have not been slight, but the good it has accomplished has more than compensated for all. It has been the means of improving school houses, benefiting teachers, suggesting better methods of instruction and more comprehensive

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views of education, and has furnished important information for school officers, parents and citizens. The extent of its usefulness can hardly be over estimated.

Those who have been most actively connected with our school system have felt that it was an indispensable auxiliary to personal effort and official labors. We desire that the volume for the coming year should meet in the best manner, the wants of all whom it may reach, and that it may reach every part of the state. We wish that it may go to every school district.

The intellectual force and the material wealth which have been employed the past four years for the suppression of war and the maintenance of government, may now be directed to the arts of peace and the improvement of society. There has never been a more favorable time, in this state, for educational improvement. We hope the Journal may be one of the instrumentalities for furthering this improvement.

We would express our thanks to teachers, school officers and other friends, who have cordially co-operated with us in the past, and invite their continued co-operation now in this field, that the Journal may be the means of advancing the cause of education, contributing to the interests of teachers and parents, and promoting the welfare of all the children of the state.

OUTLINE MAPS AND APPARATUS.

MR. EDITOR:

WHILE we may rejoice that so many of our schools are supplied with outline maps and some apparatus we can not but regret that a large number are entirely destitute of both. We consider Outline Maps almost indispensable to the pleasant and profitable study of Geography. It is about twenty years since we first saw or used Outline Maps. We were highly pleased with them then and our favorable opinion formed at that time has been fully confirmed by subsequent experience and observation. Mitchell's Outline Maps have been greatly improved recently and are now published in the best style by O. D. Case & Co., of Hartford. Apparatus, too, of some kind, should be used in all schools. No school can afford to be without a globe, Numeral Frame or cubical blocks. One reason, perhaps, why so many of our schools are not supplied with maps, and apparatus has been that there is no place in the state where a supply could be read-

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ily obtained and with the hope of leading many teachers to furnish their schools we wish to say that Mr. Cornelius Andrews of New Britain, has made arrangements for supplying teachers and schools with Outline Maps, Mapping Plates, Apparatus and School Furniture. We know Mr. Andrews and most cordially commend him and his enterprise to teachers and friends of education. He will do the right thing, and any orders or letters addressed to him at New Britain, (Box 157) will receive prompt attention. C.

NORMAL SCHOOL. The autumn term of this institution closed on the 22d ult. The senior class was the largest in attendance for this term, for seven years. Most of the class expect to attend through the year. The demand for teachers from the Normal School to teach in the common schools of the state, was never before so great as this autumn. It has been impossible to fill all the applications, especially in the higher departments of graded schools. The next term commences the third of January.

LOCAL AND PERSONAL.

MIDDLETOWN. We are glad to learn that Mr. Sawyer does not go to Springfield, but is to be retained in the High School in this place. He has already accomplished much, but we believe if he can be continued at the head of the High School, and receive the support and co-operation of the citizens, he will be able to exert an influence far beyond his own school room. The Middletown High School is the oldest institution of the kind in Connecticut and should be one of the best.

Rev. Milan C. Stebbins of Groton Junction, Mass., has been appointed principal of the Springfield High School, the position to which Mr. Sawyer was invited.

MERIDEN. In looking through the graded schools of the Corner district, West Meriden, a few days since, we were reminded of the changes which have taken place in this district in twenty years. The public school was then kept in a room less than thirty feet square. About five years after, the Institute building was taken for the higher department and the schools were graded; then a wing was added for a recitation room, afterwards, another for a primary and an intermediate school, and this year the old furnace room is made to accommodate one large primary school, while another has been located in the attic; so that there are now five grades and six teachers, with some

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three or four hundred pupils where twenty years ago there was one mixed school taught by a single teacher.

We suppose that the number of children in this district has doubled in ten years and must be now at least five hundred. It is an example of many of our manufacturing districts, where the increase of children to be educated has far exceeded the accommodations provided.

WATERBURY. The buildings for the YOUNG LADIES COLLEGIATE INSTITUTE are rapidly approaching completion under the direction of the President of the Corporation, F. J. Kingsbury, Esq. When finished and the grounds are graded, the place will be very attractive. We were much gratified with the appearance of the school when we visited it. The serious, thoughtful attention of the students was good evidence of the excellence of the methods of training and culture adopted. This seminary, under the charge of its accomplished principals, Rev. and Mrs. Williams will, we believe, soon rank as one of the best schools in the state.

The HIGH SCHOOL of this city under the charge of Mr. Alonzo N. Lewis is doing its work well. It is much to be regretted that so many of the youth of this school and in similar schools in other places, are withdrawn from school and placed in shops just as their school education is well commenced. There may be a small apparent gain to parents now, but there will be a great permanent loss to the individuals and the state. The four schools under the charge of the Misses Slater and Miss Galvin, appeared well in the short call we made.

TO SUBSCRIBERS. The low price of the Journal will not admit of outlay in the employment of agents, but if each subscriber will renew his subscription at once, and interest others so as to extend its circulation, it is believed that its usefulness may be materially increased.

The present number will be sent to all subscribers of last year. If any subscriber does not wish to continue the Journal; he is requested to return it at once, with his name and post office address.

TERMS: *One Dollar a year, payable in advance.*

☞ The Journal and Atlantic Monthly for 1866, together, *Four Dollars.* The Journal and Our Young Folks *Two Dollars and a half.*

All remittances, letters and communications should be addressed to the editor, New Britain.

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REPORTS.

Ninth Annual Report of the Vermont Board of Education, with the report of the Secretary, made to the Board, September, 1865.

The report of the Board dwells principally upon the change in teachers. From it we learn that there is "a steady and systematic transference of the business of Education from male to female teachers." Thus the number of weeks taught by male teachers has decreased 5,466, in five years, while in the same time, the number of weeks taught by female teachers has increased 6,323.

The change has gone on steadily from year to year, and the board see in this uniformity and steadiness, evidence of the operation of certain laws. They say that "while it has been occasioned in part by the demands of the war upon young men, it has also been occasioned and it is believed, in greater measure, by a growing conviction in the public mind that female teachers are preferable to male."

The report of the Secretary, Hon. J. S. Adams, gives an account of Teachers' Institutes, supervision, expense, graded schools, attendance, and other matters of interest.

The whole number of the children in the state between the ages of 4 and 18 is 88,453; the number of the same age attending school, 64,042; number of instances of tardiness, 673,029; of dismissal, 87,661; number of scholars having no absences, 7,210; number of instances of corporal punishment, 5,618; number of different teachers, 4,620; number of teachers that have previously taught, 3,303; number "boarding around," 3,049.

Twelfth Annual Report of the Board of Education of the city of Oswego, (N. Y.) 1865.

This Report contains a full and clear statement of the "Oswego School System," with very full reports of lessons on different subjects, for different grades; the daily programme of each grade, and other tables of interest. It also includes the testimony of Educators from different parts of the Union who have had an opportunity to observe the workings of the system. We have made extracts from this report in another place, and shall quote from it again. The interest which is taken in Object Teaching will lead to a careful study of this able report.

Report of the Superintendant of Education for Lower Canada, 1865.

This voluminous report by Hon. Pierre J. O. Chauveau contains

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full account of the state of public instruction in Lower Canada. The most important points are, "1st, The great difficulty still experienced in procuring school appliances; 2d, the insufficiency of the majority of the school houses; and 3d, the smallness of the salaries of the teachers." The Superintendent says, that, "the establishment of Normal Schools stands in the first rank among the measures adopted with a view to increase the efficiency and improve the position of the teacher." He speaks strongly of the usefulness of the three Normal Schools in the province. In the appendix to the Superintendent's reports, are special reports by the principals of the Normal Schools, by delegates from the council of Public Instruction, and by the Inspectors of Schools.

The whole number of educational institutions in Lower Canada is 3,604; an increase of 52 over last year. The whole number of pupils 196,739; an increase of 3,608. Of these 75,555 were reading well; 99,351 were in writing; 84,197 in simple arithmetic; 66,412 in geography; 66,894 in history; 68,564 in French grammar; and 29,428 in English grammar. The educational institutions are classified into universities, classical colleges, industrial colleges, normal schools, academies, model schools, and elementary schools.

A Report on Object Teaching made at the meeting of the National Teacher's Association, held at Harrisburg, August, 1865. *By Prof. S. S. Greene.*

This report was read at the last annual meeting of the National Teacher's Association, and a large number of copies were printed in pamphlet form. It is a very able report giving not only the conclusions of its author, Prof. Greene, but also presenting the individual opinions of other members of the committee, who had observed the methods described. It is on the whole decidedly favorable to the Oswego system of instruction, but is not confined to that, or any local system. It gives an analysis of the mental powers, points out the defects in the ordinary method of teaching young children, and makes valuable suggestions for proper training.

Minutes of the General Association of Connecticut, at their one hundred and fifty-sixth annual meeting, held in New Britain, June 20–22, 1865. *New Haven, printed by E. Hayes.*

This pamphlet of one hundred and sixty-two pages contains important statistical tables, and able reports on different topics relating

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to the moral and religious condition of different parts of the state. It has many valuable suggestions to all interested in the intellectual or moral improvement of society.

PERIODICALS.

The ATLANTIC MONTHLY for January fully sustains the high reputation of this excellent magazine. It contains articles from our best American writers, and is in all respects worthy of the universal prosperity it enjoys.

It will be sent with our Journal for $4.

OUR YOUNG FOLKS. This periodical has in a single year taken its place as the best Juvenile Magazine in the world. Its second volume opens with a superior number, containing an original likeness of Mrs. Stowe, with an amusing article by her, a christmas poem by Rose Terry, a delightful christmas story by Mrs. Child, and interesting articles by Gail Hamilton, Mr. Shanley, Mayne Reed and others. This and the Atlantic Monthly are published by Ticknor and Fields, Boston. Terms. Atlantic Monthly, $4.00. Our Young Folks, $2.00 per year.

NEW YORK TRIBUNE. We would call attention to the advertisement of this paper which is now read with interest by many thousands.

BOOK NOTICES.

QUESTIONS ON THE PRINCIPLES OF ARITHMETIC. By James S. Eaton. Paper, 48 pp. Taggard and Thompson, 29 Cornhill, Boston.

These questions are designed to indicate an outline of study, to incite inquiry among pupils and to furnish the means for frequent reviews and examinations. The book seems to be well adapted to secure these objects, and will, we believe, be found very convenient for teachers and pupils.

NEW HIGHER ALGEBRA; An analytical course designed for High Schools, Academies and Colleges. By Benjamin Greenleaf, A. M. Boston: Robert S. Davis & Co., 1865.

This work is comprehensive, including all the more important facts of analysis, and furnishing abundant examples to illustrate all the principles stated.

NEW ELEMENTARY ARITHMETIC: an easy comprehensive course, embracing mental and written exercises, prepared to accompany the mathematical series of Benjamin Greenleaf, A. M. Boston: R. S. Davis & Co.

Though Mr. Greenleaf's name is found on the title page of this book, it was prepared, we believe, by a successful teacher who has been employed in

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the revision of Mr. Greenleaf's Series. It is designed to combine mental and written arithmetic, and gives the analysis of each process before the rule is stated. It will serve as a convenient hand book, and be an important addition to this series of arithmetics.

WEBSTER'S UNABRIDGED DICTIONARY. This volume, almost indispensable to the teacher and student, has been recommended by the Board of Education, and we hope now to see it in every school room in the state. We append the following notice of the work from reliable authority:

"GREATEST ADDITION TO PHILOLOGY IN HALF A CENTURY.—The most important contribution to *Philology*, during the year 1864, was the publication of the illustrated edition of Webster's Quarto Unabridged Dictionary. This work, which had long been in preparation, and on the revision of which years of labor had been bestowed by several eminent scholars, was, in many respects, the greatest addition to the philology of the present age, which has appeared *within half a century.*"—*Appleton's Cyclopædia for* 1864.

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THE NEW-YORK TRIBUNE, 1866.

Our most momentous, arduous struggle having resulted in the triumph of American Nationality, in the utter discomfeiture and overthrow of Secession and Slavery, THE TRIBUNE, profoundly rejoicing in this result, will labor to conserve the legitimate fruits of this grand, benignant victory by rendering Liberty and Opportunity the common heritage of the whole American People now and evermore.

Discountenancing all unmanly exultation over or needless infliction of pain or privation on the upholders of the lost cause, it will insist upon the earliest possible restoration of the Southern States to their former power and influence in our Union on the basis of All Right for All their People.

It will labor in hope to prove that the substitution of Free for Slave Labor must inevitably and universally conduce to the increase of Industry, Thrift, Prosperity and Wealth, so that the South, within the next ten years, must look back amazed on her long persistence in a practice so baleful as the chattelizir gof Man.

It will labor for the diffusion of Common School Education, Manufactures, the Useful Arts, &c., &c., throughout every portion of our country, but especially throughout the sections hitherto devoid of them, believing that every good end will thereby be subserved and the interest of every useful and worthy class promoted.

It will urge the protection of Home industry by discriminating duties on Foreign Products imported, with a view to drawing hither the most capable and skillful artificers and artisans of Europe, and the naturalizing on our soil of many branches of production hitherto all but confined to the Old World, while it would strengthen and extend those which have already a foothold among us.

It will give careful attention to progress and improvement in Agriculture, doing its best at once to bring markets to the doors of our farmers and teach them how to make the most of the opportunities thus afforded them.

It will devote constant attention to Markets, especially for Agricultural Products, with intent to save both producer and consumer from being victimized by the speculator and forestaller.

And, giving fair scope to Current Literature, to the proceedings of Congress, and to the general News of the Day, it hopes to retain its old patrons and attract many new to bear them company.

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We rarely employ traveling agents, as so many impostors are habitually prowling in the assumed capacity as solicitors for journals. We prefer that our subscribers shall pay their money to persons they know and of whose integrity they are assured. Any friend who believes he will do good by increasing the circulation of THE TRIBUNE is authorized to solicit and receive subscriptions. Specimen copies will be promptly sent without charge to those requiring them, and, we trust many friends will be moved to ask their neighbors and acquaintances to join in making up their clubs.

THE GREAT FAMILY NEWSPAPER.

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The New York Weekly Tribune,

Is printed on a large double-medium sheet, making eight pages of six columns each. It contains all the important Editorials published in the DAILY TRIBUNE, except those of merely local interest; also Literary and Scientific Intelligence; Reviews of the most interesting and important new Books; the Letters from our large corps of correspondents; the latest news received by Telegraph from Washington and other parts of the country: a Summary of all important intelligence in this city and elsewhere; a Synopsis of the proceedings of Congress and State Legislature when in session; the Foreign news received by every steamer; Exclusive Reports of the Proceedings of the Farmers' Club of the American Institute; Talks about Fruits and other Horticultural and Agricultural information essential to country residents; Stock, Financial, Cattle, Dry Goods and General Market Reports, making it both for variety and completeness, altogether the most valuable interesting and instructive WEEKLY NEWSPAPER published in the world.

The Full Reports of the American Institute Farmers' Club, and the various Agricultural Reports, in each number, are richly worth a year's subscription.

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For clubs of twenty, two extra copies, or one copy of the Semi-Weekly, will be sent gratis.

For clubs of fifty, five copies, or one copy of the Daily Tribune will be sent gratis for one year.

Subscribers in Canada must send 20 cents in addition, to pay U. S. postage.

THE NEW YORK SEMI-WEEKLY TRIBUNE is published every TUESDAY and FRIDAY, and contains all the Editorial articles, not merely local in character; Literary Reviews and Art Criticisms; Letters from our large corps of Foreign and Domestic Correspondants; Special and Associated Press Telegraphic Dispatches; a careful and complete Summary of Foreign and Domestic News; Exclusive Reports of the Proceedings of the Farmers' Club of the American Institute; Talks about Fruit, and other Horticultural and Agricultural information; Stock, Financial, Cattle, Dry Goods and General Market Reports, which are published in the DAILY TRIBUNE THE SEMI-WEEKLY TRIBUNE also gives, in course of a year, THREE or FOUR of the *Best and Latest Popular Novels* by living authors. The cost of these alone, if bought in book form, would be from six to eight dollars. If purchased in the English Magazines from which they are carefully selected, the cost would be three or four times that sum. Nowhere else can so much current intelligence and permanent literary matter be had at so cheap a rate as in THE SEMI-WEEKLY TRIBUNE. Those who believe in the principles and approve of the character of the TRIBUNE, can increase its power and influence by joining with their neighbors in forming clubs to subscribe for THE SEMI-WEEKLY Edition. It will in that way be supplied to them at the lowest price for which such a paper can be printed.

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Mail Subscribers, 1 copy, 1 year, 104 numbers,	$4 00
do 2 copies, do do.	7.00
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On receipt of $30 for ten copies, an extra copy will be sent six months. On receipt of $45 for fifteen copies, an extra copy will be sent one year. For $100, we will send thirty-four copies, and one copy DAILY TRIBUNE, gratis.

Subscribers in Canada must send 40 cents in addition, to pre-pay United States postage.

DAILY TRIBUNE, $10 per annum.

Subscribers in Canada must send $1.20 in addition, to pre-pay United States postage.

Terms, cash in advance.

Drafts on New York, or Post Office orders, payable to the order of the TRIBUNE, being safer, are preferable to any other mode of remittance. Address,

January—1866. THE TRIBUNE, Tribune Buildings, New York.

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WALTON'S
WRITTEN ARITHMETIC,

Just published, is a *Complete Written Arithmetic*, embracing in a single volume all the important principles and applications usually contained in two or more books. It is amply sufficient for *all Common and High Schools.*

The book is strictly *progressive*, developing the subject, not only by the logical arrangement of topics, but also by the *natural sequence of examples.*

It is *practical*, giving prominence to the actual transactions of business life, and adopting the methods of business men.

Much extraneous matter has been excluded. The explanations, the definitions, the rules, and the statement of principles, are all given with brevity and clearness.

The Arithmetic is accompanied by a KEY, which contains a *System of Reviews, upon a plan wholly original*, by which the number of examples may be increased to an unlimited extent, and by which *a different example may be assigned to each pupil at a single dictation*, a feature which will commend it to every practical teacher.

WALTON'S TABLE

FOR

PRACTICE IN THE FUNDAMENTAL OPERATIONS

OF

ARITHMETIC.

WITH

ACCOMPANYING KEY.

The TABLE consists of twenty-one columns of figures numbered from right to left, in twenty-five lines, against which are placed twenty-five letters of the alphabet. By its use all possible combinations of numbers may be repeated many times. The Table is designed for the pupil.

The KEY contains above two thousand questions upon the Table, with their answers, arranged in series of from ten to twenty-five examples in the fundamental operations. These are prepared for the teacher, to be used at Dictation Exercises.

HILLARD'S READERS,
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HILLARD'S PRIMER, OR FIRST READER, (Illustrated.)
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HILLARD'S FIFTH READER, and HILLARD'S SIXTH READER, with Prof. Bailey's Introduction.

By the following official announcement it will be seen that the New Series of Hillard's Readers has just been adopted by the Board of Control of Philadelphia for use in all the public schools of that city:

OFFICE OF THE COMPTROLLERS OF PUBLIC SCHOOLS,
First District of Pennsylvania,
Philadelphia, January 11, 1865.

At a meeting of the Comptrollers of Public Schools, First District of Pennsylvania, held at the Comptroller's Chamber, January 10th, 1865, the following resolution was adopted:

Resolved, That Hillard's New Series of Readers be introduced to be used in the Public Schools of this District.

From the Minutes. HENRY W. HALLIWELL, Secretary.

HILLARD'S NEW SERIES OF READERS have thus been adopted for use, in whole or in part, in the four great cities of the Union—

NEW YORK, PHILADELPHIA. BOSTON and CHICAGO. They are also in use in the cities of Washington, Providence, Portland, Cambridge, Charlestown, Salem, Hartford, Bridgeport, Fall River, Norwich, &c., &c.

☞ School officers wishing to examine the Series will apply to the Publishers

BREWER & TILESTON,

March—1865. 131 Washington Street, Boston

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VALUABLE EDUCATIONAL WORKS,

Published by J. B. LIPPINCOTT & CO., Philadelphia.

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METHODS OF INSTRUCTION: Or, that part of the Philosophy of Education which treats of the Nature of the several branches of Knowledge, and the methods of teaching them according to that Nature. By James Pyle Wickersham, A. M., Principal Pennsylvania State Normal School at Millersville. 12mo. $1.75.

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State Normal School, Millersville, Pa., April 27th, 1865.

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The Connecticut

COMMON SCHOOL JOURNAL,

PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

DAVID N. CAMP, New Britain, Resident Editor.

Vol. ~~XXI.~~, FEBRUARY, 1866.

NEW SERIES, VOL. XIII., No. 2.

TERMS.—*One Dollar a year, payable in advance* All remittances, letters and communications to be addressed to DAVID N. CAMP, NEW BRITAIN, Conn.

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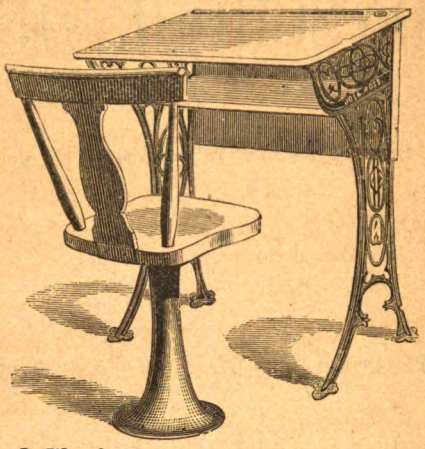

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THE

Connecticut Common School Journal

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, FEBRUARY, 1866. No. 2.

TEACHERS' ASSOCIATIONS.

THE secretary of the State Board of Education in his address before the State Teachers' Association at Willimantic, recommended as one of the instrumentalities for the improvement of schools, the forming of Teachers' Associations, and associations of the friends of education in a town, a circle of towns, or a county. So much has been said upon the benefits of association and the principle has been so generally adopted in the efforts to advance almost every good or great enterprise, that no space need be used to advocate its general importance. And by analogy, we may infer that if associations are aids in the advancement of the interests of science, morals and religion, they may also be useful to advance the cause of popular education. If regular or stated meetings of clergymen, physicians and farmers are found profitable, may it not be supposed that meetings of teachers will also be conducive to the good of those who meet, and to the work in which they are engaged?

But the results of educational associations are not problematical or to be inferred from analogy alone. The expe-

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rience of half a century has demonstrated their value and shown their effects upon the cause of education. The American Institute of Instruction during its existence of more than a third of a century has had an important influence upon education in New England and especially in Massachusetts. The various State Associations now organized in nearly every northern and western state; county and town associations, and other voluntary associations have all done much to awaken an interest in education and advance the cause in different places. As a general rule, the most active, earnest and intelligent teachers will assemble at the meetings of these associations. The lectures given, the discussion of important topics and the general spirit of inquiry which is awakened, all contribute not only to the knowledge and better preparation of those attending, but also to the general stock of information in the community, and to the dissemination of truth in relation to educational improvements.

In some of our best graded schools, there are meetings of all the teachers employed in one building or district, every week. At these meetings, different methods of teaching are discussed, the management of classes, the manner of conducting recitations, and the proper means to be used to secure definite results. The younger and less experienced can learn from the older and more experienced. At different times, county and town associations have been organized and sustained with vigor and success in different parts of the state. The Connecticut State Teachers' Association has been sustained and has held its regular and stated meetings through the time of the war. But most of the town and county associations have ceased to hold their meetings or have held them only at long irregular intervals for the last four years.

The war not only withdrew the attention of communities from schools and education to the question of national existence,—the support of government, and the incidents of the rebellion, but it also withdrew a large proportion of young and active men from their homes and the state to the army

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and the battle-field. But the war is closed and peace is again established. Business is resuming its accustomed channels, questions relating to education may be more calmly discussed and more probably receive the attention of parents and citizens. It seems a favorable time for reorganizing teachers' associations, for holding educational conventions, and for discussing educational topics and systems. The State Association has become an institution of some permanency. Its meetings are well attended and are acomplishing much good, but they occur only once a year, and do not bring together a majority of the teachers of the state.

Why can not the county associations be re-organized and hold stated meetings either monthly, bi-monthly or quarterly? Or if associations can not be formed whose boundaries shall in all cases correspond to county lines, local associations embracing a few towns conveniently located could be formed. Experienced teachers may not feel the need of these associations, but if they can see the benefits which may be derived from them, both to schools and to younger and less experienced teachers, they will not hesitate to make some sacrifice to attend them and to contribute to their interest and success. Town associations of teachers; or of teachers, school officers and the friends of education have been productive of much good in some parts of the state. They enable teachers to become acquainted with each other, with committees and school visitors, and give an opportunity to discuss questions of local interest. In some towns these associations have been the means of awakening an interest in education which has secured important improvements in the means of education.

THE HALF-TIME SYSTEM OF SCHOOL INSTRUCTION.

[It is well known that one of the most serious obstacles to the education of all the children in our manufacturing districts is, that large numbers of these children are placed in the mills at an early age, or as soon as they can earn something for their own support, and are kept at work until virtually excluded from all the privileges of com-

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mon schools. This practice is contrary to law, but the law is not enforced, because, it is said, that parents can not support their families without the pittance received for the labor of these children. We have selected the following extract from an able article in the Mass. Teacher hoping that it will receive the consideration of teachers and school visitors. It is possible that some arrangement may be made by which such children as are old enough to labor at all, may earn something by working a portion of the day, while a part of the time may be given to their education. We have before quoted from Mr. Chadwick's report. ED.]

It may be known to you that the question how to reconcile the claims of education and the claims of labor, in the case of the vast body of the children of English factory operatives, has long perplexed the minds of English philanthropists. So bitter is the struggle for very existence with large classes of these operatives—it is sad to have to record it of a civilized nation—that it is often a question with the parents of the laboring population between using the labor of their children to help support the family, or the alternative of destitution and starvation without it. Yet the state can not suffer these children to grow up wholly ignorant and benighted heathen. The benevolent Raikes tried to meet the difficulty by the establishment of Sunday-schools, with some, but very insufficient good results. The old Factory Acts contained provisions for the education of the factory children, but it was easy to evade them where it was for the interest of both employer and employed to do so. At length that enlightened philanthropist, Mr. Edwin Chadwick, whose name has been so long and so honorably identified with the English Poor-Law Board, and with Sanitary Reformation, proposed that a compromise should be effected by devoting strictly a certain small part of each day, say two hours, to learning, and the remainder to work; or that, if more convenient, as it would be in some occupations, two days, or alternate days, as the case might be, should be devoted to study, and the others to manual labor. It was of course naturally expected that this arrangement would prove to be in the nature of a compromise; that something would have to be deducted

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from the results of labor on account of education, and something from the results of education on account of labor—that the children would not be so well taught as those who went to school all the week, nor their industrial training be so perfect as that of those who worked without intermission.

The experiment has been tried on a very large scale, through an extended period of time, and in a great variety of labors—in the great cotton-mills, like those of Mr. Akroyd, who employs operatives by the thousand; on the great farms of Mr. Paget, M. P., and Lord Hatherton, and in the pauper schools of the Poor Law Unions; and with this extraordinary and most unexpected result, that the children who are at school only half the time, in intellectual attainments *surpass* the children who are at school all the time, while the children who are at work only half the time grow up into far more valuable and highly paid operatives than the children who are at work all the time. Thus on both sides the old Greek's paradox is illustrated that the half is sometimes more than the whole.

I say it is an extraordinary and paradoxical result; and at first sight it appears so. But when we examine it closely, we shall find nothing extraordinary about it except the blindness that can advocate any other system. For it is successful because it follows nature's teachings, while the other plan is too often a failure because it violates the plainest of nature's laws. In the Transactions of that learned body, the British Association for the Advancement of Science, in the volume for 1860, there is a paper in the statistical department, by Mr. Chadwick, discussing the subject from a physiological and psychological point of view, and containing a very interesting letter from the most eminent of living comparative anatomists, Prof. Owen. As the volume is not very accessible, I propose to give here the most important portions of Mr. Chadwick's paper.

Mr. Chadwick entitles his communication a paper "On the Physiological as well as Psychological Limits to Mental Labor," and begins as follows: "The business of education still requires for its successful prosecution scientific observa-

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tion and the study of the subject to be operated on—the human mind. Even to empirical observation it should have suggested itself that the mind has conditions of growth which are required to be carefully noted, to adapt the amount of instruction intended to be given to the power of receiving it. It is a psychological law that the capacity of attention grows with the body, and that at all the stages of bodily growth the capacity is increased by the skilful teacher's cultivation. Very young children can only receive lessons of one or two minutes' length. With increasing growth and cultivation their capacity of attention is increased to five minutes, then to ten; and at from five to seven years of age, to fifteen minutes. With growth and cultivation, by the tenth year a bright voluntary attention may be got to a lesson of twenty minutes, and at twelve years of age, to twenty-five minutes; and from thence to fifteen years of age, about half an hour; that is to say, of lessons requiring mental effort, as arithmetic, not carried beyond the point at which the mind is fatigued, with the average of children, and with good teaching. By very skilful teachers, and with very interesting lessons, the attention may be sustained for longer periods; but it is declared by observers, that prolonged attention beyond average limits is generally at the expense of succeeding lessons.

"The preponderant testimony which I have received in the course of some inquiries into educational subjects is, that with children, at about the average age of ten or eleven, or a little more, the capacity of bright, voluntary attention—which is the only profitable attention—is exhausted by four varied lessons on subjects and exercises requiring mental effort of half an hour each, in the forenoon, even with intervals of relief. After the mid-day meal, the capacity of voluntary attention is generally reduced by one-half, and not more than two half-hour lessons, requiring voluntary effort, can be given with profit.

"The capacity of attention is found to be greater in cold weather than in hot, in winter than in summer.

"I also collect that the capacity of voluntary attention varies with bodily strength and weakness. It is reported to

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me, that school boys, of nearly the same age and conditions, in the same school-rooms and under the same tuition, being weighed and divided into two classes, the light and the heavy, the attainments, as denoted by the number of marks obtained, was found to be the greatest with the heaviest; that is to say, those of the greatest health and bodily strength. These were chiefly of town-born children of common habits. The robust children of rural districts, or less cultivated habits of attention, are found to be slower in receiving ideas; but with cultivation, they are brought up to equal capacity of attention, and to greater retentiveness of the matter taught, than the common classes of town-born children.

"I collect that the good ventilation, lighting, and warming of a school-room will augment the capacity of attention of the pupils by at least one-fifth, as compared with that of children taught in school-rooms of the common construction.

"There are differences in the capacity of attention in different races, or in the habits of attention created previously to the school period by parents of different races. The teacher of a large school in Lancashire, who had acted as a school teacher in the southern counties, rated the capacity of attention of the native Lancashire children as five to four, as compared with those in Norfolk. In other instances the differences are wider.

"Experienced teachers have testified to me that they can and do exhaust the capacity of attention to lessons requiring mental effort of the great average of children attending the primary schools of England in less than three hours of daily book instruction; viz.: two hours in the morning and one hour after the mid-day meal.

"Infants are kept in school, and the teacher is occupied in amusing and instructing them for five or six hours, but the duration of the mental effort in the aggregate bears only a small proportion to the whole time during which they are kept together. Even the smaller amount of mental effort in infant schools is, however, subject to dangerous excess. I am assured by a teacher in the first infant school established

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in Scotland that he did not know a preëminently sharp child who had in after life been mentally distinguished.

"In common schools on the small scale, the children will frequently be not more than one-half the time under actual tuition; and in schools deemed good, often one-third of their time is wasted in changes of lessons, and operations which do not exercise, but rather impair the receptive faculty.

"It may be stated, generally, that the psychological limit of the capacity of attention, and of profitable mental labor, is about one-half the common school-time of children, and that, beyond this limit, instruction is profitless."

This is a startling statement, that we are spending full half our school-time in wearing ourselves out to worse than no purpose. But Mr. Chadwick goes on to corroborate it by further evidence. "This I establish," he says, "in this way. Under the Factories Act, whilst much of the instruction is of an inferior character and effect, from the frustration of the provisions of the original bill, there are now numerous voluntary schools in which the instruction is efficient. The limit of the time of instruction required by the statute in these half-time schools for factory children is three hours of daily school teaching; the common average being six in summer, and five in winter. There are, also, pauper industrial schools, where the same hours (three daily, or eighteen in the week), or the half-time instruction are prescribed; which regulation is in some instances carried out on alternate days of school-teaching, and alternate days of industrial occupation. Throughout the country there are now mixed schools, where the girls are employed a part of the day in needle-work, and part of the day in book instruction. Now, I have received the testimony of school inspectors and school teachers, that the girls fully equal in book attainments the boys, who are occupied during the whole day in book instruction. The preponderant testimony is, that, in the same schools where the half-time factory pupils are instructed with the full-time day scholars, the book attainments of the half-time scholars are fully equal to those of the full-time scholars; that is, the three hours are as productive as the six

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hours' mental labor daily. The like results are obtained in the district pauper schools. In one large establishment, containing about six hundred children, one-half girls, and one-half boys, the means of industrial occupation were gained for the girls before any were obtained for the boys. The girls were, therefore, put upon half-time tuition; that is to say, their time of book instruction was reduced from thirty-six hours to eighteen hours per week, given on the three alternate days of their industrial occupation; the boys remaining at full school time of thirty-six hours per week,—the teaching being the same, and by the same teachers, with the same school attendance in weeks and years in both cases. On the periodical examination of the school, surprise was expressed by the inspectors at finding how much *more* alert, mentally, the girls were than the boys, and *in advance* in book attainments. Subsequently, industrial occupation was found for the boys, when their time of book instruction was reduced from thirty-six hours to eighteen; and after a while the boys were proved, upon examination, to have regained their previous relative position, which was in advance of the girls. The chief circumstances to effect this result as respects the boys, were the introduction of active bodily exercises, the naval and military drill, and the reduction of the duration of school-teaching to within what appear to me to be the psychological limits of the capacity of voluntary attention."

For the Common School Journal.

WRITING.

STANDING by a U. S. Paymaster, who was examining a large number of signed rolls, my attention was called to the signatures of some of those who were fighting our battles. While with pride I observed in their chirography the indications of an intelligent soldiery, the rolls were not without the his + mark autographs. Curiosity prompting, the inquiry was made, what state furnished the least number of those unable to write their names on the pay roll. The reply was

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"Connecticut," I raised my cap to the compliment, for I knew something of the armed intelligence she had sent to the field.

While perhaps there was truth in the reply, statistics show, that Connecticut, prodigal in her free schools, does not stand first on the list of those states having a small percentage of adult population unable to read or write. Why? Is it the fault in any way of our common schools, that there are any deprived of the ballot, and the advantages of being able both to read writing and to execute it?

Writing is professedly taught in all the public schools, and yet in the United States, where there are upwards of 80,000 public schools, there are nearly one million adults, born on American soil, who can not read and write. This does not include the negro. In the state of New York there are more than 30,000 adults, American born, who can neither read nor write, and that state has 12,000 public schools. Connecticut has but 1,293 native adults unable to *read* and *write*.

These figures are not sufficient however to represent the entire number who can not *write*. Every teacher who has taught in a large manufacturing district has observed, that there is a class of scholars, not inconsiderable in number, who never reach the higher departments, even of a graded school. They pass from the Alphabet Room to the Primary, from the Primary to the Secondary, and there graduate, or enter the Junior only to remain until their parents find a situation for them in the cotton mill or work shop. With very many, their school days are over before they have attained the age of twelve. They have learned to read, but not to write, for that is only taught "higher up," and thus they are left to grow up in ignorance of an art so important. Do you say that this is not the fault of the school, but of the parents, or the misfortune of their poverty? We reply not so, if such scholars can be taught writing in the lower departments. Can they? We reply affirmatively. Most scholars receive some instruction in drawing while in the Primary Room. For that purpose the slate and blackboard are used. In order to impress their minds with the form of the Roman letters, they

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are taught "to print." Even those primary teachers, most zealous in object teaching have overlooked the fact, or rather have never looked upon it at all, that "Form" can be cultivated as well by making the script letters, and in practicing the elements, as in forming Hexagons, Triangles and Parallelopipedons. Most primary rooms are furnished with alphabetical charts of the Roman letters. Along side, a chart of the Script should be suspended. As soon as the scholars have learned the former, and commenced reading, let the latter be taught them. There is yet one thing needed in the Primary and Secondary rooms, which we commend to the consideration of School Book Publishers, and that is a Primary Reader printed in the Script of the same number in the series, as the one printed in Roman. Scholars could then be taught to *read* writing, and thus become familiar with connected letters before learning to form them. The zealous teacher can supply this deficiency by writing on the blackboard some of the short stories, selected from the Primary reader. This may seem a questionable innovation. It is nevertheless practical.

As soon as they are promoted into the Secondary, they should be exercised in the copy-book. Take No. 1, in some series. The trouble occasioned by the use of ink need be no objection. Use lead pencils. Let these be of proper and uniform length, and kept in the teacher's desk, except during the writing exercise. Scholars can be taught how "to hold the pen" quite as well with a pencil as with a penholder. The teacher should have a system for the distribution and collection of books and pencils, so as to avoid confusion. Beside the teacher must be familiar with some good system of Penmanship, or be able to originate and employ some efficient plan of instruction in order to carry the school up, step by step, from the simplest lines and elements, to the formation of letters and words. On her desk there should be a book in which should be neatly pasted the choicest specimens of such letters as the scholars have practiced upon.

If the teacher is skilful, zealous and endowed with native born tact, she can present many incentives for her schol-

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ars to execute well the letter or word to be imitated. If she is persistent in her endeavors she can materially lessen the number of such as go out of the school room into the workshop and factory, unable to write. H. C. D.

CLASS DRILLS IN ORAL SPELLING.

REQUIRE the copying of the spelling lesson on slate or paper as *an indispensable part of its preparation.* The eye must be trained to recognize the written form of words. If the lesson is written carelessly or incorrectly, require the work to be done over. Young pupils should be required to divide words into syllables by means of a hyphen—not a *dash.* The length of the hyphen as compared with the width of the letter *o*, should be noticed. Too great a distance between the syllables destroys the natural appearance of words, and thus subverts one very important object of the exercise of writing the lesson.

To secure accuracy in copying the spelling lesson, require your classes "*to read the words assigned from the slate*—not from the book. Without some such check, pupils will form careless habits in copying, and thus fail to fix the *exact written form* of words in the mind. In this reading exercise the words should be properly divided into syllables, and each syllable *correctly pronounced.* The pupils should not be permitted to pitch their voices upon a high key, and drawl out the words as if each was to be heard by the distant hills. The "spelling tone," so common in our schools, is an intolerable nuisance. The other extreme of *mumbling* the words, should be carefully avoided. Each element and syllable should be enunciated distinctly, in a full, natural tone of voice.

As soon as classes can write with sufficient facility, the spelling exercise should be conducted, in advance lessons, by requiring *the words to be written from dictation.* The words may be examined by the pupils by exchanging slates (if a school is *honest*), or by a few pupils selected on account of their accuracy, or by the teacher.

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In addition to the above suggestions, we offer a few practical hints on the conducting of the spelling exercise when the pupils spell orally—a task requiring high skill on the part of the teacher.

Always have a high standard. As a general rule, teachers of spelling assign too many words for a lesson. No more words should be assigned than a pupil can fully master with reasonable diligence. Instead of being able to spell *most* of the words pronounced, he should spell *every* word with accuracy and certainty. This should be the standard. Anything less than this is evidence of a want of thoroughness. If pupils know they can miss *one* word creditably they will care less about missing two or even more. We have known teachers to fix their standard even lower than one word, looking upon two or three failures in twice as many trials as very creditable spelling. Indeed, many teachers have no standard at all. We are aware that perfect accuracy can not be secured in classes composed of pupils of unequal attainments. A few failures may be made to occur. Still this fact does not make the standard a nominal one. Perfect accuracy is the aim of the pupil; for this he studies. Even one failure disappoints and nerves him to the effort "to do better."

In addition to the requirement of accuracy, the teacher should secure *the spelling of every word* before the pupil is released from the task. An excellent plan is to require the pupil to write each word missed by him from ten to twenty times on slate or paper. The teacher should see that the work is neatly and accurately done. Another plan is to require pupils to remember every failure, and write the words missed upon the blackboard. The words may be kept upon the board, spelled daily, and finally all reviewed weekly or monthly, or both. This can be easily done, if very few failures occur, and in well drilled classes this can always be secured. Interest your pupils in spelling; be interested yourself; abhor poor spelling; set your face against it; and good spelling will crown your efforts.

Permit but one trial on a word. The once very common

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error of permitting pupils—especially young pupils—to try a *second* time, before regarding their efforts a failure, is even more ruinous in its influence, than a low standard in regard to the number of words missed. If a pupil can not spell a word correctly the first time, he does not *know* its orthography. A success or failure after that is the result of mere guessing. It is true that correct spelling on the first trial may be a lucky guess. The skillful teacher will, however, soon learn to detect a *doubt*, and give the pupil the benefit of a second guess which may not prove so fortunate!

We need not condemn the pernicious habit of helping pupils through a word by shakes and nods of the head, by approving smiles and telling frowns, and all that sort of folly. Such conduct is a *vice* in the school-room, and should be eradicated. The teacher guilty of it ought to be summarily expelled as a nuisance. And yet we have seen teachers of small children go even farther than this, by actually articulating the letters. We now recall one or two instances of examining a class with the teacher at our back trying to *telegraph* what she had been accustomed to communicate with less trouble!

The practice of permitting pupils to assist each other by signs, whispering, etc., makes the spelling exercise a farce and a mockery. If this is done by the pupil adroitly and deceitfully, it becomes an abomination. Such an exercise might very properly be called *a lesson in lying by means of spelling*. A drill in spelling should throw the pupil upon his own knowledge and resources, completely and thoroughly. There should be no guessing or assisting.

Try to make pupils miss. The custom of pronouncing all the words of a spelling lesson *in order* and each word but *once*, is a dull and almost useless routine. One object of a spelling exercise is to fix the exact orthography of each word in the memory; to "set" the impressions received during study. Now the orthography of most English words is *natural* or easy; other words are spelt *artificially*, and are known as difficult words. The orthography of the word *men*, for example, is natural and is remembered without special effort;

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the word *mien*, on the contrary, is artificial, and is liable to be misspelled. These difficult words in each lesson should receive the most attention. They should be pronounced and repronounced, and in such a manner as to make each pupil *know he is right.* The habit of saying *next*, only when a word is missed, and always pronouncing another word as soon as the last is spelled correctly, should be avoided. This is an assistance to the pupil, and destroys self-reliance. He knows from the last pupil's spelling how *not* to spell the word, and is thus assisted to spell it correctly.

Words whether spelled correctly or incorrectly should often be passed to other pupils, and *always in such a manner as to prevent one pupil's depending upon the spelling of another.* We regard this an important suggestion. The best teacher of oral spelling we have ever known, was very skillful in this direction. "Next" simply passed the word to another for his spelling and neither the tone nor countenance of the teacher gave a trace of a decision as to the last pupil's effort. Indeed the "evidences" were very liable to mislead the dependent pupil. Her spelling classes were always wide awake and attentive; for while her pupils generally spelled "by turn" the exceptions were so numerous that each member was obliged to spell, mentally at least, every word. No one really knew to whom a word was coming for a second trial. It was very likely to fall just where it was least expected. She pronounced the words rapidly, and the spelling was instantaneous, if at all. In a few weeks, she established among a class of careless, guessing, uncertain, blundering spellers, habits of accuracy and certainty. Her pupils did not use each other for *crutches.* She *tried* to make her pupils miss, and when she could not succeed, she called the exercise "a good recitation."

An excellent plan to secure independence in a spelling class is always to pronounce the next word, not indicating whether the last word was spelled correctly or incorrectly. If a word is spelled wrong, it is the business of the pupil to notice the error and correct it before spelling the word assigned to him. All who permit a misspelled word to pass should be marked as failing.

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Pronounce the words correctly. There are two very common errors in pronouncing words. One consists in giving a wrong *vowel sound* in unaccented syllables. This is sometimes done *humanely* to keep pupils from missing. The word grammar, for example, is pronounced, without accent, gram-*mar;* edible, ed-*i*-ble; vanity, van-*i*-ty; syllable, syl-*la*-ble, etc.

The other error is the opposite of this, and consists in *mumbling* all unaccented syllables, omitting consonant elements, and reducing all short vowels to an obscure short *u* or *i*. The word excellent, for example, is pronounced *ex-sulunt;* government, *gov-ur-munt;* separate, *sep-rit*, etc. It is true that the vowels have alike the sound of short *u*, in many words. In other words, however, equally if not more numerous, each of these vowels has its *own* short sound, though obscure. The voice should certainly mark the difference between these short vowels in unaccented syllables, whenever such difference exists.

Every word should be pronounced in a spelling exercise precisely as it would be spoken in *distinct, slow reading*. The voice should be natural. Avoid the "spelling tone." Unless the pupil is *deaf*, never repeat a syllable by itself.

Secure the correct pronunciation of each syllable. We find very few classes taught to pronounce the first syllable of such words as away, afraid, enough, Italian, etc., or the last syllable of pity, lily, many, shadowy, etc. In speaking these words, what element represents the single vowel? This sound should be given as the pronunciation of the syllable in spelling.

It is also quite common to permit pupils to pronounce syllables incorrectly. The third syllable of hypocrisy, for example, is pronounced as a *syllable* with *i* long, but as a part of the *word* with *i* short. Now each syllable should be pronounced by itself precisely as when the whole word is spoken. Great care should be taken to avoid the error, which is found in some of our readers, of separating final *ed* from the preceding letters, when it is not thus separated in the proper *pronunciation* of the word. Hatched (pro-

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nounced *hatcht*) should not be divided into two syllables, as *hatch-ed.* The *ed* should be united with the other letters, and the whole pronounced as a word of *one* syllable.

Review often and advance slowly. The practice of taking classes half through a speller every term is a great mistake. The mere fact that a class can spell all the words of a lesson the next minute after closing the book, is no evidence that the same can be done in one week, one day, or even in one hour. But the value of a spelling exercise depends upon the *permanency* of its influence. If lesson after lesson is assigned, spelled, passed by, and *forgotten*, the exercise is in a measure profitless. The orthography of words can only be fixed in the memory by constant and persistent reviews. The difficult words of the preceding lesson or lessons should be brought up daily. Nor is this enough. Let every fifth exercise be a review of the last four.

The plan of examining classes upon every ten lessons of the speller before permitting them to advance, is a good one. The test should be thorough and searching. At least *ninety-five* per cent. of the words pronounced should be spelled correctly as a condition of advancement. If a perfect standard is insisted upon in each daily exercise, not more than five per cent. of the difficult words of ten lessons should be missed in an oral test or examination. Proceed with the next ten lessons in the same manner. Review and examine. Then review the preceding ten lessons, and examine the class on the *twenty* lessons. Then advance ten more lessons, reviewing and examining as before. Drill, *drill*, DRILL.—*Ohio Educational Monthly.*

For the Common School Journal.

THE MISSIONARY'S DREAM.

BY REV. S. J. WHITON.

It was a tropic land. The sultry sun
Of noontide poured down his fiery beams o'er
Sandy plain, and grove of palm and cocoa.
They blazed on many a hill-top, where the

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Rays of God's own Word had never shone. They
Lit luxuriant vales, teeming with fruits
And flowers and richest verdure, and smiling
In all the beauty of perpetual
Spring;—and yet there Eden-spots were veiled in
Deepest darkness, for here had never flowed
The Gospel's sweetly-sounding words.

Weary
And long had been his morning labors, and
The tired workman sat him down to rest. He
Was a Herald of the Cross,—one to whose
Soul God's voice had spoken, "Go ye far hence,
And break the Bread of Life to hungering ones."
And gladly he had left his own sweet home,
Far o'er the waters, and sundered every
Tender tie that bound him to his native
Land. He girded on his armor, and went
Forth to labor in the distant vineyard;
And through many a changing scene of light
And shade, his Father's hand had led him up
Till now. Slowly his mind ran back o'er all
The past, and in the sadness of his soul
He cried; "Where is the fruit of all my toils?
Where are the golden harvest-sheaves gathered
From these white fields? Where is the seed I've sown
In weakness and in tears? Where are the souls
I've led to God? I've tried to gather home
The erring ones,—to win the heathen to
The fold of Christ,—to lift the standard of
The Cross where'er I went; and yet alas,
How many, *O how many!* who of't have
Heard the blessed path of life described, have
Turned away and still kept on in sin. And
For these precious souls how oft I've toiled and
Wept and prayed, and prayed and wept and toiled
Again. I know the work is God's, and will
At last prevail, but oh how sad to see
The fruit so long delayed."

He slept and dreamed
An angel stood beside him, and, as if

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In answer to these musings, spoke: "Faint not,
O servant of the living God. To sow
The seed is thine,—tis God's to give the fruit.
Sow thou besides all waters, and thou shalt
Not sow in vain. The seed will never die.
The harvest-time will surely come,—not as
Thy feeble arm hath marked it out, perchance,
But in God's own best way and time. Thy words
May seem all powerless midst the hosts of
Sin, but at thy side there walketh one, the
Lord of Hosts, before whom bend the stoutest
Hearts,—*He* will send home the truth. Have faith in
Him, for He hath promised, and is ever
Faithful. Thy Father knows thine inmost soul,
And every secret tear, and sight and prayer,
Have left a record in the Book of Heaven.
Be faithful unto death, and thou shalt have
A crown of life adorned with many a gem,
The seals of souls whom God hath given thee.
Nor shall thine earthly path be very dark.
There's joy in doing good—that joy is thine.
Sometimes the gates of glory are ajar,
And beams of Heaven's own light shall shine upon
Thy soul, and thou shalt catch some lingering notes
Of anthems pealed from golden lyres, and breathe
The odorous airs of Paradise. But
Sweeter far are those dear words of Him who
Sent thee to thy work, "*Lo, I am with you
Always, even to the end?*"

GOOD HOPE, WEST AFRICA.

For the Common School Journal.

ILLS. STATE TEACHERS' ASSOCIATION.

THIS Association held its twelfth annual meeting at Joliet —a town about forty miles west of Chicago—Dec. 26th, 27th and 28th, 1865. It was a gratifying success. Over two hundred of the best educators of the state were present, among whom were Richard Edwards, President of the Normal University, J. L. Pickard, Supt. of schools in Chicago, Newton Bateman, Supt. Public Instruction, and N. C. Na-

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son, Publisher of the Illinois Teacher. The exercises in vocal music were conducted by Prof. Geo. F. Root of Chicago in his usual happy manner. Prof. Root is widely known in musical circles, both east and west, as a model teacher of music—vocal as well as instrumental. Prof. Mark Bailey, of Yale College, gave a lecture on the subject of elocution and reading. Prof. Bailey showed himself master of the subject, and was highly extolled by all who heard him. Exercises in vocal culture were given by Professors T. H. Metcalf of Normal, and A. A. Griffith of Batavia. The discussions, addresses and other exercises of the Association were of the highest order. The meeting was pronounced by all as one of the most successful and instructive of its kind ever held in the state. Pres. Edwards continues his labors as editor-in-chief of the *Teacher* another year. Prof. S. H. White of Chicago edits the Mathematical Department. In the hands of such men, the *Teacher* can but be a success. We are informed by the publisher that its circulation has doubled during the past month. The friends of education in Illinois are untiring in their efforts to promote a course of instruction that shall compare favorably with any of her sister states.

E. H. P.

CHILLICOTHE, Ill.

EFFECT OF GOOD READING.—A correspondent of the New York *Observer* says: "The pleasure of listening to a good reader, was never better illustrated than by a little ten-year old girl of our acquaintance, a few sabbaths ago. The circumstances of the household were such as to render it necessary for her to be sent alone to church. That day the theme of the discourse was the Heavenly City. It was distinctly and beautifully read, and when the child returned home, she said: 'Father, did you ever read the twenty-first chapter of Revelations, in the Bible?' 'Certainly,' was the reply. 'But did you ever read it aloud to us here at home?' 'I think so,' he answered. 'Well, father, I dont think you ever did; for Mr. F., the minister, read it in church to-day, and it was just as if he had taken a pencil and paper, and pictured it right out before us."

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STATE NORMAL SCHOOLS.

State.	Location.	Name of Principals.
California,	San Francisco,	George W. Menns.
Connecticut,	New Britain,	David N. Camp.
Illinois,	Normal,	Richard Edwards.
Iowa,	Iowa City,	David Wells.
Maine,	Farmington,	George M. Gage.
Maryland,	Baltimore,	M. A. Newell.
Massachusetts,	Westfield,	John W. Dickinson.
"	Framingham,	George N. Bigelow.
"	Bridgewater,	Abraham B. Boyden.
"	Salem,	Daniel B. Hagar.
Michigan,	Ypsilanti,	———
Minnesota,	Winona,	William F. Phelps.
New Jersey,	Trenton,	John S. Hart.
New York,	Albany,	Oliver Arey.
Pennsylvania,	Millersville,	J. P. Wickersham.
"	Edinboro,	J. A. Cooper.
"	Mansfield,	Fordyce A. Allen.

NATIONAL NORMAL SCHOOL ASSOCIATION.

President—Richard Edwards, Normal, Illinois.

Vice President—John S. Hart, Trenton, New Jersey.

" —David N. Camp, New Britain, Conn.

" —E. A. Sheldon, Oswego, New York.

" —William F. Phelps, Winona, Min.

Secretary—Daniel B. Hagar, Salem, Mass.

Treasurer—J. P. Wickersham, Millersville, Pa.

Annual Meeting—The Association meets the day before the annual meeting of the National Teachers' Association, and at the same place with that Association.

CONN. NORMAL SCHOOL.

The winter term of the Normal School has just commenced. By a law of the last legislature, power was given to those in charge of the school to examine candidates, and reject such as were not found properly qualified. The board of educa-

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tion have directed this power to be exercised, and its beneficial results are already seen on the school. At the examination last term three candidates were rejected as unqualified, and six others were admitted only on condition that their deficiencies should be made up within four weeks. The State Board and the faculty of the school have recommended applicants for admission not to present themselves till thoroughly qualified to pass the requisite examination. The class examined this term were admitted, with results much higher than have usually been obtained.

The senior class this year is larger than any senior class which has been connected with the school before for many years.—*True Citizen.*

LOCAL AND PERSONAL.

DARIEN. Fitch's Home for the soldiers, located in this town was incorporated by the General Assembly in 1864. It was formally dedicated in July of the same year, and opened for the reception of disabled soldiers, and for the support and education of the children of such soldiers. Few soldiers have been received, but the applications to have the children accommodated have far exceeded the room yet provided. A new building is now in process of erection which will much increase the capacity of the institution. It was constituted a school district by the last legislature, and a good school has been organized. Nearly forty children are now provided for and well instructed.

MANSFIELD. We learn that Mr. Edwin Whitney of this place has recovered $11,500 from the boy who set fire to his boarding school, by which it was burned down a few months since. We believe the boy attended school but one day, so that his short term was expensive. We know Mr. Whitney as an efficient teacher, and we hope that his school may be re-established as successful as ever.

WALLINGFORD. The two districts nearest the center of this place have been consolidated, and it is now proposed to build a good school house which will accommodate three hundred and fifty or four hundred children. The want of a good graded school has long been felt here. We hope soon to see one established worthy of the town, which will afford the opportunity necessary for the education of all of proper age to be found in public schools.

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WEST HARTFORD. The Center district of this place have just completed a fine brick school house 26 by 40 feet, two stories high with slate roof, at a cost of $4,000. When completely furnished with modern fixtures throughout, this house will be fully equal to any in any country town in the state.

ST. JOHN'S COLLEGE—BARNARD. Hon. Henry Barnard, LL.D. has been appointed to the presidency of St. John's College, Annapolis, Maryland, and has, we believe, entered upon the duties of his office. Mr. Barnard's labors in Connecticut and Rhode Island have resulted in great benefits to both of these states in the advancement of the cause of education. We believe that he will carry to the institution of which he is now president, the requisites for its successful re organization, and will be able to aid in an important manner, the furtherance of educational interests in Maryland.

NORWICH—ALLEN. J. W. Allen, Esq., late principal of the Grammar School in the Central district, Norwich, has been presented with a handsome writing desk and book case by the pupils and citizens of that district. The desk was made by Messrs. Gilbert and Lane at a cost of about $300. We condense the above from the *Aurora*, and are glad to have an opportunity to record the presentation of so proper a testimonial to a teacher who has so faithfully and successfully conducted for ten years, one of the best public schools in the state. We hope Mr. Allen's influence and energy will still be exerted for the welfare of schools.

TARIFFVILLE. The new school house in this village is completed. The building is pleasantly situated on an elevated lot with a fine prospect. It is 60 ft. by 32, with front projection, 28×16 ft. It has four study rooms 31×28 ft, with clothes rooms, wardrobes, sinks, &c. Height of rooms; basement 12 ft., first story 12 ft., second story 14 ft. The rooms are furnished with desks and seats from J. L. Ross, Boston. Cost of building, $13,000. Much credit is due to the building committee for the faithful manner in which they have performed their duties in securing so fine a school-house for this village. The school has opened with 225 pupils under the charge of an accomplished teacher, Mr. G. Holcombe of New York, who has competent assistants in the different departments.

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PERIODICALS.

The AMERICAN JOURNAL OF EDUCATION, edited by Henry Barnard, LL.D. The December number of this valuable quarterly has been received. Its contents are "Public school Teaching—Can it be made a Profession?" by Professor Jewell of the State Normal School, Albany. "Educational Conventions and Associations in Connecticut —Vermont—Michigan—and Pennsylvania," a separate article for each state, with Biographical sketches of presidents of these associations. "Teachers' Seminaries or Normal Schools in the United States; Sunday Schools and the American Sunday School Union; Irish endowed schools; Public instruction in Hanover; School Architecture; National Teachers' Association; and Educational Associations of the United States." It also contains portraits of Theron Baldwin, A. Parish, Charles Davies, David N. Camp, Hiram Orcutt, Ira Mahew, J. M. Gregory, C. R. Coburn, J. F. Stoddard, F. A. Allen, S. P. Bates, and J. B. Wickersham. This Journal is almost invaluable to professional teachers, and there is no other work in this country which furnishes the educational information it contains.

Terms, $4.00 a year in advance.

The NORTH AMERICAN REVIEW. This quarterly is to continue the current year under the charge of Prof. James Russell Lowell and Charles Elliott Norton, Esq. The high literary character it has sustained in the past will be maintained. The January number contains several articles of especial importance at this period in our nation's history, and others which will have a permanent value. Its contents are: "The Conditions of Art in America; Climatology in the United States; Ducal Mantua; Our Financial Future; Courts of Conciliation; Henry Clay; Hours of Labor; The Present State of the Prison Discipline Question; Children's books of the year; The President's Message; Critical Notices."

Terms, six dollars a year, or one dollar and fifty cents per number. Ticknor and Fields, Boston.

"EVERY SATURDAY," is the title of a new literary weekly the first number of which appeared the first week in January. Each number will contain thirty-two large octavo pages printed in double columns with an engraved title. It will contain selections from the best foreign literature. Published by Ticknor and Fields, Boston. Terms, single numbers, ten cents, Five Dollars a year.

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WATERBURY AMERICAN. This valuable paper has been enlarged to eight columns on a page, and it is well worthy the prosperity it enjoys. We have known its veteran editor for eighteen years, as a good friend of schools, and a ready advocate of educational improvements. He was secretary of the first Teachers' Convention held in the Naugatuck valley in 1847, and by his accurate reports, and the free use of his paper did much to extend the benefits of that meeting. His journal has ever recognized the importance of public education, and advocated judicious measures for increasing the value of schools.

BLACKWOOD'S EDINBURGH MAGAZINE. We have received the Dec. No. of the reprint of this Magazine. The first article is part fourth of "Memoirs of the Confederate war for independence," by Col. Van Borcke, chief of staff to J. E. B. Stuart. It gives a detailed account of Stewart's raid into Maryland, the visit of the writer to Gen. Fitz John Porter's head-quarters, and the events transpiring in September and October, 1862, viewed from the rebel side. The other articles are "Miss Majoribanks; The Handy House-Book; Sir Brook Fossbrook; Our Invisible Capital A brace of Travelers;"—giving an account of the travel of Vambery in Central Asia and Palgrave in Arabia, "Educators," and "Cornelius O. Dowd, upon Men and Women." The article on Educators has valuable suggestions on the development of natural talents and the serveillance of children, and contains humorous criticisms on some English schemes of education. L. Scott & Co., N. Y.

HARPER'S MAGAZINE. Harper's Magazine for February is just received. Its contents are "Blackwell's Island Lunatic Asylum illustrated; Euthanasy; Heroic Deeds of Heroic men; Charles Ellet and his Naval Steam Rams; Sweet Clover; The Red Jacket Medal; The Witnesses; Armadale; To the Unreturning Braves; Diamonds and other Gems; Christmas Events; The Holidays; The March to the Sea; Charlotte Bronte's Lucy Snowe; Winning his Spurs; Names of Places; Editor's Easy Chair; Monthly Record of Current events and the Editor's Drawer."

HARPERS' WEEKLY. The tenth volume of Harpers' Weekly commenced the first week in January. This popular illustrated paper is devoted to literature, art, social life and politics. Each number contains something new and interesting to the general reader, and the illustrations are ever attractive to children. Terms: Magazine and Weekly each $4 per year. Harper & Brothers, New York.

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THE ATLANTIC MONTHLY. The February number of this magazine is its one hundredth issue. It was never before so popular as to day, or welcomed by so many readers. This number continues "Passages from Hawthorne's Note Book," "Doctor Johns," "The Chimney Corner," and "Griffith Gaunt." The other articles are "English Opinion on the American War; The Freedmen's Story; Three Months among the Reconstructionists," all pertaining to our country; "Two Pictures," a poem; "The Origin of the Gypsies; Court Cards; A Landscape Painter," and "Riviera di Ponente." Terms: $4.00 a year.

"OUR YOUNG FOLKS." The children watch with interest the arrival of this monthly, and "the Old Folks" are glad to get it after the younger members of the family have read it. The February number has several humorous illustrated articles which will exercise the imagination, while there are others equally well suited to exercise the judgment and reasoning powers. Terms: $2.00.

THE JOURNAL. TO SUBSCRIBERS. The low price of the Journal will not admit of outlay in the employment of agents, but if each subscriber will renew his subscription at once, and interest others so as to extend its circulation, it is believed that its usefulness may be materially increased.

The present number will be sent to all subscribers of last year. If any subscriber does not wish to continue the Journal, he is requested to return it at once, with his name and post office address

TERMS: *One Dollar a year, payable in advance.*

☞ The Journal and Atlantic Monthly for 1866, together, *Four Dollars.* The Journal and Our Young Folks, *Two Dollars and a half.*

All remittances, letters and communications should be addressed to the editor, New Britain.

BOOK NOTICES.

A HAND BOOK OF LATIN POETRY, by J. Hanson and W. J. Rolfe. Cros by and Ainsworth, Boston.

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main virtue in the book, as it appears to us, and we consider it a great virtue is in the notes. Most editors in the classics seem to forget what these have *not* forgotten, that the main end of reading Dead Languages is not to secure a translation with the least possible effort, *but to obtain mental drill.* And the student who uses this work, will not find the difficult labor all performed to his hand as is too much the case with authors and many other editors. But he will find notes telling him where to take hold of a difficult passage to the best advantage. In this department the editors have succeded admirably We could have wished to see the notes upon the page with text in all cases but that is not an essential point. The book is published in the neat working style for which Crosby and Ainsworth are justly celebrated, and we most heartily commend it to all students of Latin Poetry.

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The Connecticut

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PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

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DAVID N. CAMP, New Britain, Resident Editor.

Vol. XXI., MARCH, 1866.

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THE

Connecticut Common School Journal

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, MARCH, 1866. No. 3.

TEACHING A GIFT.

THE *method* in the school-room of him who deserves to be called a teacher is as distinct as the *style* of an author. It is seldom, if ever, that an author has acquired any distinction in the style of his thought or expression by copying another or by assiduous education, without having the necessary elements of a writer prominent in his intellectual character. A real author, like the poet, must be born, not made. In like manner very few teachers acquire a superior and successful method of instructing and managing by self training or imitation alone. Nature must lay the foundation by giving a man those elements which are essential to the discharge of a teacher's duties. That method in the school-room which results in a happy success must be the outworking of a man's own nature and nothing else. We believe that a successful method in the school-room is a gift implanted in some natures and not in others. The fact that teaching is a *gift* does not at all imply that it is an occupation higher than many others. On the contrary it is not so high intrinsically as one at least; a man may make a successful lawyer,

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orator or minister, who could not succeed as a teacher. But experience and observation both seem to show that there are more prominent and marked qualities of character which give the teacher true success, than is the case with the three above named Professions. Let a man allow himself a fair opportunity to determine whether he has the true elements of the teacher in him, which if he finds he has not, his remaining in the work only prevents his enjoying greater happiness and accomplishing greater good elsewhere.

It is said that a man may do anything he has a mind to. This is doubtless true of teaching up to a certain degree. But we do not think it is true that any man can make of himself a teacher, the success of whose work is shown by the minds and characters growing under his care, and whose greatest enjoyment comes when he is at his work. We have known men who passed for eminent teachers and educators, but who nevertheless were sorry to have school begin, and who were glad when it was out. They wondered that they ever commenced the work, and declared that they would improve the first opportunity to get out of it. Although such persons pass as teachers and spend a life-time in teaching, they are not teachers. Such persons, who contribute comparatively little good or enjoyment upon themselves or others by being in the teacher's chair, might do both in another occupation. So many, being richly and variously gifted, would make fine teachers, but who are succeeding in other occupations. Both cases illustrate that a teacher must have at the foundation qualities of mind and disposition so marked that one who has them not in an equal degree can not do the work.

If one is gifted with the requisite qualities, developed to a sufficient degree, the fact is easily ascertained. Nature tells the story by the ease with which the work is accomplished and success achieved, as Napoleon says of nations, happy is it for the teacher who interprets aright the gifts which God has given him to enable him to discharge a high and happy responsibility. But woe be to him who misinterprets nature and thinks he has those gifts which he has not.

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It has been said that "nobody will be a teacher who can be anything else." That must have been the thought of one whom nature had never blessed with these gifts and who had not the power to cultivate and develop the minds of others, a work unsurpassed in dignity and happines by but one other.

PUBLIC SCHOOL TEACHING.

(We regret that we have not room for the whole of the valuable article from which the following extract is made, but our limited space will not permit its insertion entire. Ed.)

FEW words need be expended upon the effort to show that, throughout the country, the business of public school teaching is subject to such a depression as prevents it from taking rank among the learned professions. It is every where evident that the masses regard it with little or no respect, the educated classes who are seeking a life-employment, turn from it with greater or less distaste; and even teachers themselves evince little or none of that reverence or love which usually characterizes the pursuit of a profession. It is hardly less apparent also, that the earnest efforts of those who seek, by improved culture, by associated activity, and by perfected organization, to give the business the professional standing it seems to claim, have, hitherto, resulted in no signal success which warrants the belief that the "time of its redemption is nigh."

The intrinsic elevation of the business of teaching may be sought through different channels; through the use of means both extraneous and internal. Among the former may be placed, first, a wiser and juster action on the part of the public, an improvement not at all hopeful in its prospects, but yet worthy the diligent endeavor of the friends of the school teacher. The people should take a deeper interest in all that pertains to their school system. It must come to be their especial ambition to have the best school-houses and the best teachers. The old "penny-wise and pound-foolish" system of boarding the teacher around, should be discarded.

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The visitation of the schools by the patrons should be made a business. School officers of all kinds should be chosen with sole reference to qualification. The intrusion of politics or mere political men into school affairs, should be utterly denounced by the community. Just so far as any of these ends are secured, will the business of teaching advance in dignity and importance.

The State also needs to reform its action in some respects. We confess, we have very little expectation that it will, for if there is a direction in which legislation is seen to be bull-headed, it is in fashioning its school systems. But the changes demanded are important, and no pains should be spared in the endeavor to bring the State fully into them. Of these, first, the State should change its policy as to relative appropriation for the respective objects; the support of schools, and the training of teachers. Let it rather do less for the former, than not do more for the latter. We take the broad ground, that if the State will provide the proper teachers, they will make the schools what they should be; and if, through the efforts of able teachers, the schools are made what they should be, the people will support them, and, if need be, without state bounty. The law is a plain one; good workmen will produce a good article, and a good article will command a good price.

To illustrate what we mean, we will take a specific case and apply our main principle. Take for example the State of New York. She employs in the course of a year in her public schools 15,807 different teachers. Of these, at the least calculation, 12,000 are permanently needed. For the direct professional training of these 12,000 teachers, she has provided *one* normal school at an annual expense of 12,000 dollars, and *one* training school (that rather the product of private enterprise) at an annual expense to the State of 3,000 dollars; an aggregate of *two* institutions and an annual appropriation of 15,000 dollars. But for the training of these teachers, the State should never have thought of providing less than five first-class normal schools, and then, with no expectation of doing her work worthily, short of ten, in the ulti-

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mate. What she does for the support of teacher's institutes is all well, but subserves temporary rather than permanent ends. What she does for the support of the so-called classes in the academies, hardly deserves mention, since the 16,346 dollars she appropriates to them, is practically a mere sop for the academies. So far as thorough preparation of teachers is concerned, every one conversant with the facts knows that it is money misapplied, if not thrown away.

But again, the State should relinquish what, but for that we would "press not a falling man too far," we should be tempted to term its usurped authority to determine the right of membership among teachers.

As in law, medicine, and divinity, so in teaching, should the man be dependent on no functionary alien to his class for his professional imprimatur. The teacher's standing should be determined by his peers alone. To subject him to examination by some mere civil functionary, who has, as is too often the case, no natural sympathy with him, and no necessary competence for the work, can never consist with the thorough elevation of the class in either capacity or self-respect. Throw that work upon the teachers, and they will soon come to be more ambitious to attain higher qualifications; they will guard the entrances to the calling with greater jealousy; they will be drawn together in closer and more profitable associations; and will feel more deeply their professional responsibility. Let the State, then, emancipate her teachers; let her secure to them their professional rights and immunities, and she will find them not only advancing but doing far better themselves the work she has so unwisely taken out of their hands.

Among these external means of elevating teachers and teaching may also be included that organization to which reference has already been made. While, as we have intimated, organization can not as we fear too many fancy, create a profession, it may, by securing interchange of ideas, unity of effort, a just *esprit de corps*, and a systematic watch over the qualifications and conduct of the membership, subserve the ends of improvement to a most important extent. Organize

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then, by all means, as fast and as far as it can be done effectively. Fling about these teachers as fully as you can, those close but kindly bonds which will, for all the purposes of their noble calling, bring them together as one man.

With reference to what we have called the internal means to be employed for the elevation of teachers as preparatory to their taking rank as a professional class, we need hardly go into detail. The necessity of higher scholastic attainments and of larger professional skill, is universally conceded, and has been substantially affirmed in what has gone before. In that direction we have only one thing we care to suggest, and that is, that teachers themselves should give more attention to general culture. We believe that, even when they seek extensive attainments, they are too apt to restrict themselves to that which is purely scholastic or technical. Hence, we believe that they are not only less happy in their methods of instruction, but they are less interesting and influential both in the school and the community, than they would be were they possessed of a larger fund of general information and greater personal accomplishment. To gain these, they should make much more of thorough reading and of the study of literature; they should pay greater attention to personal matters and polite address, and should somewhat carefully cultivate an acquaintance with society and public affairs. These go further towards creating a professional standing and influence than mere bookish learning or pedagogic preeminence. They make the teacher not less the teacher, but much more the man or woman.

On one more point, and only one, we would speak and that carefully, since we are inclined to give it great importance; we mean, the need of higher moral aims in teaching. To a certain extent, the public school teacher must work for pay, for like all workers, he must live, and, in one sense, money is life. Beyond and higher than this, he may and will labor to produce intellectual results. He will be naturally and properly ambitious to develop mind and to perfect order in his school. This is, in one sense, more than life, for successful achievement is happiness.

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But there is that which is, as we believe, thoroughly germane to his business, and both higher in nature and happier in results than either of the foregoing. It is possible for the teacher, while not neglectful of his pecuniary interests or his ordinary intellectual duties, to look upon his position as one of benevolent opportunity and moral importance. We see no reason why the humane feeling and spiritual aspirations of the true philanthropist or the christian minister, should not have place in the heart of the earnest teacher. Looking at the opportunities he enjoys of doing good to both the body and the soul of his precious charge—opportunities more frequent, immediate, tender and hopeful than those common to even the pastoral office, we believe he would be no more than true to his own moral obligations and to the just claims of his calling, were he to devote himself to teaching, as preeminently as the minister to preaching, *for the sake of doing good.* And we are not sure that a terrible responsibility does not rest upon that man or woman, who goes to work upon that tender, that impressible, that priceless, that imperishable thing, the mind of the little child, with no feeling sense of the profound mystery of its being; of the perilous nature of its environing influences, and the painful uncertainty of its final fortunes; and who, consequently, goes to work upon it with no tender and solemn determination to compass its moral renovation as well as its intellectual development.—*Barnard's Journal of Education.*

THE CONNECTICUT STATE TEACHERS' ASSOCIATION.

PRELIMINARY HISTORY.

THE first Association of Teachers in Connecticut and, so far as the records show, in the United States, was organized at Middletown, under the name of "The School Association of Middlesex County." This Society was in existence as early as May 1799, and owed its origen chiefly to the efforts of its first president, the Rev. William Woodbridge, who was then instructor of a female school in Middletown and

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had already introduced many of those plans of instruction that have since been deemed recent improvements. Its objects were to promote a systematic course of school education to secure the inculcation of moral and religious principles in the schools, and to endeavor to elevate the character and qualifications of Teachers. There is evidence that it gave a great impulse to the cause of education in the county, and its recommendation was considered among the best testimonials of a teacher's fitness for his office. But the effort was premature, and in a few years the Association had become extinct, though from it may have sprung the present "Friendly Association of Upper Middletown," which held its first meeting in February, 1810, and numbered William C. Redfield among its early members. The discussions in and out of the Legislature, which grew out of the sale of the "Western Reserve" lands and the appropriation of the avails to the support of common schools, gave a general impulse to the educational interests of the State.

Nothing more was done in the way of associated effort until the Lyceum movement was started by Josiah Holbrook in 1826, which had for one of its objects the association of teachers for mutual improvement, and one of the earliest societies of this kind organized was that of Windham county, by Mr. Holbrook himself, assisted by Rev. S. J. May. Some twenty of these institutions existed as late as 1838, and they are, indeed, still represented by the Young Men's Institutes and similar organizations in some of the cities, but the teachers have rarely taken a prominent part in their proceedings.

Early in 1827, a "Society for the Improvement of Common Schools," perhaps the first of the kind in this country, was formed in Hartford, of which Hon. Roger M. Sherman, of Fairfield county, was president. The records of only a single meeting are preserved. In 1830, a more active interest was awakened among teachers themselves. County associations of teachers were formed, at Bridgeport in October, and at Norwich and Windham in November of that year, and on the 10th of the latter month a General Conven-

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tion of teachers and friends of education was held at Hartford, of which Noah Webster, LL. D., was president. It was numerously attended from all parts of the State and included a large body of teachers. Addresses were made by Pres. Humphreys, of Amherst College, on "*The Educational Wants of the State;*" by Rev. G. F. Davis, of Hartford, on "*The Qualifications of Teachers;*" by Dr. Webster, on "*The English Language;*" by Dr. W. A. Alcott, on "*The Location, Structure, and Ventilation of School-houses;*" by Rev. W. C. Woodbridge, on "*Vocal Music in School,*" and by Mr. Evans. Animated discussions followed. Many of these lectures were afterwards repeated in other parts of the country, and were published and widely distributed. Information was obtained, through school officials and teachers, of the condition of schools in the State, which, together with the proceedings of the convention, was laid before the next Legislature, and in part published and circulated. The Windham County Convention of 1827 and 1832 published an "Address to the parents and Guardians of Children, respecting Common Schools;"—as did that of Tolland County in 1827.

These associated movements were but parts and beginnings of the long struggle, maintained by a few brave souls, to raise the common school system of Connecticut from the low level to which it had then sunk—a struggle in which the first substantial success was the passage of the Act of May, 1838, "for the better Supervision of Common Schools," and the consequent appointment of a Board of Commissioners of Common Schools. By appointment of this Board, conventions were held in the fall of 1838 in every county of the State, consisting of delegates from the school societies, teachers, clergymen, &c. These meetings were addressed by Hon. Henry Barnard, Secretary of the Board, Rev. T. H. Gallaudet, and others. At each of these conventions a "County Association" was formed "for the Improvement of Common Schools," which held at least one meeting annually down to 1842.

On the 28th and 29th of August, 1839, a State Convention was held at Hartford, called by the Secretary of the

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Board, at which Hon. Seth P. Beers, Superintendent of Schools, was President, and Hon. T. S. Williams and Rev. Dr. Field, Vice-presidents.

In the autumn of the same year, the first Teachers' Institute, so far as known, was held in Hartford, for the teachers of the county, under the invitation and preliminary arrangements of the Secretary of the Board, and at his expense.

In 1846 a convention of teachers and friends of common school education in Hartford county was held in Hartford. The committee of arrangements in issuing their call state "the object of the convention to be the improvement of district schools. Gentlemen skilled in the art of teaching will be present, to give instruction in the various branches of study, to discuss the different methods of teaching and governing, and to lecture upon those subjects which have a practical bearing upon all the interests of the school. Teachers from the several towns will participate in the discussions, and give the results of their own experience in the schoolroom. They invite all, of both sexes, who are now teaching, or expect to teach during the coming winter, to be present. *Many*, we are assured, will come; we desire ALL to come—to come at the commencement and remain till the close of the convention." Rev. Merrill Richardson, of Plymouth, was employed to visit different sections of the county and by lectures and private conversations to awaken a deeper interest in the subject of common school education.*

The success of this Convention was almost unprecedented and surpassed the most sanguine expectations of its originators. Two hundred and fifty-three teachers were present. besides the many citizens and strangers that attended the meetings. The Convention was organized at the time appointed, Nov. 16, 1846, and continued its sessions from Monday until Saturday.

*It is due to the truth of history to state that the suggestions to Mr. Bunce for the premium or prize for the best essay, of holding a Teacher's Institute, or Convention, and of employing an agent to visit different parts of the State, were made by the late Secretary of the Board, at the time Commissioner of Public Schools in Rhode Island.

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This Convention was soon followed by similar meetings in other parts of the State—at Winsted in November, December, February, and April, an association being there organized styled the "Winchester and Vicinity Institute of Instruction"—at Tolland, January 4th—at Ellington, January 19th—at Litchfield in February and April, &c.

The Superintendent of Common Schools, Hon. Seth P. Beers, in his report to the Legislature in May, 1847, recommended an appropriation for the encouragement of similar meetings in all the different parts of the State. One thousand dollars was accordingly appropriated for the purpose, to be expended under his direction, and two "schools of teachers" were held in each county in the months of September and October of that year.

ORGANIZATION OF THE ASSOCIATION.

The subject of the formation of a State Association had been brought forward at nearly all the Institutes that had been held in 1847, but no definite action had been taken. In March, 1848, a convention was called by the Board of Visitors of the Town of Meriden, with this object in view. It met in Meriden, April 4th–7th, 1848, and was attended by teachers from five counties of the State. It was called to order by D. N. Camp, Clerk of the Board, who was also appointed to act as secretary of the meeting. The subject of a Teacher's Seminary was discussed and a committee was appointed to petition the Legistature for its establishment. The expediency of forming a State Association of Teachers was then presented by Mr. Storrs Hall, of Norwalk; a plan was reported, a constitution was prepared and adopted, and the Association was finally organized on the 7th of April by the election of the following officers:—Rev. M. Richardson, *President.* J. D. Giddings, Hartford; S. A. Thomas, New Haven; A. Pettis, Norwich; Storrs Hall, Norwalk; Miles Grant, Winsted; N. Robbins, Woodstock: S. Chase, Middletown; N. P. Barrows, Mansfield, *Vice-Presidents.* D. N. Camp, West Meriden, *Recording Secretary* and *Treasurer;* and R. B. Bull, Essex, *Corresponding Secretary.* Resolutions were passed recommending the for-

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mation of County Associations, and adopting the "School Manual" as the organ of the Association.

The Fairfield County Association had been previously organized in Dec., 1846, and many Town associations, probably more than a hundred, had been revived or newly formed during the winter of 1847–8.—*Barnard's Journal of Education.*

IMPORTANCE OF RIGHT METHODS.

In every great and good work there is need of a well formed plan. In no work is this more important than in that which has for its object the complete education of the human soul. Whether considered in reference to a single individual, or to the wants of a community or the state, right education requires that there shall be a well defined plan in the mind of the educator. The discussion of educational topics is sometimes directed to systems, and the inquiry is what system of organization will best secure the privileges needed; at another time, the discussion relates to methods of instruction and the question is how, or by what helps, is the mind properly disciplined and developed. For the last few years, *method* has been discussed at teacher's associations and conventions, and by the press, till it may be hoped that some definite results will be reached.

The influence of these discussions, the illustration of methods at Teachers' Institutes, and the more thorough and extended professional instruction of Normal Schools have already modified to a considerable extent the work of the teacher and the school, and added to the results of school instruction and training. The principles upon which education is based and which must be recognized in all successful teaching, have been more clearly stated, and the work of the teacher has, in many places, been taken up out of the low routine method of merely "hearing lessons" or examining by questions and answers from a text-book, to a more intelligent effort to develop the human soul by a proper exercise and training of its faculties.

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In this connection it may be remarked that the discussion of "Object Teaching," has acomplished far more than simply determining to what extent this method should be introduced or in what way a child may best be taught to read or spell, or the elements of form, number, &c. It has led to the investigation of the whole plan of primary instruction, and has modified the methods of teaching in hundreds of schools where this particular method has never been practiced.

The discussion of methods will result in good if teachers and school officers become acquainted with the facts elicited and with the principles which sound philosophy has established.

There are methods of teaching which have been tested and adopted in some schools with most satisfactory results, that would be rejected in other places as innovations simply because teachers and committees are unacquainted with them. We were present not long ago at the examination of a European teacher of considerable experience, and among the questions proposed to him, was this, "what time would be required to teach an intelligent child who could not read and who did not know even his letters, to read so as to begin to call words and read easy sentences?" The answer was, "from one to three days." "Could you teach a child in that time?" "I have done it repeatedly and should consider the child wanting in intelligence, or my method faulty, if I could not do it again." There have been repeated instances in the schools of the freedmen, of persons who have learned to read in a week, so that from total ignorance they were in that time able to read in the testament with considerable facility.

Any one who has observed carefully the methods of elementary instruction in New York, Boston, or any other place where there has been any settled plan of improvement will have noticed that there has been quite a change within ten or fifteen years in the means employed to educate the pupils in the primary department. As a consequence, those now graduating from the lower rooms are more thoroughly pre-

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pared to enter the higher,—can be promoted with additional qualifications younger than formerly and in less time receive a much better education than fifteen years ago. In the better schools of Connecticut, there has been a gain of from two to four years in the time required to secure a given amount of mental culture and knowledge.

It is not supposed that all children or all schools can be treated just alike, but there are principles of training and culture always applicable, and methods which, if properly understood by teachers, would relieve from the tediousness and routine so often noticed in elementary schools.

Every opportunity should be embraced by the teacher to become more thoroughly acquainted with the philosophy of education. He should study mental philosophy from text-books or by careful observation, should know what are the best means of developing the different faculties of the mind —how the attention is to be cultivated, the memory made more retentive, and a calm and correct judgment secured. He should watch carefully the moral education of his pupils and know what means are best adapted to promote truthfulness, justice and kindness in his school.

The education of the human soul is a great and responsible work. Every step of the process should be most rigidly referred to the philosophy of the human mind and the natural order of development of the human faculties and be tested there. There should be no doubtful lessons, no haphazard work. The architect may make a mistake in his structure, and afterwards correct it, for the building may be torn down, and commenced again from the foundation; the orator may reconstruct his argument, and the poet may correct or wholly change his lines and the world be all the better; but a mistake in education can never be corrected. The human mind passes but once through any of the stages of its development, and he who would rear up a noble character must wisely choose his plans, and have all his methods in harmony with God's plan in the work.

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PHONIC READING.

FIRST STEP.

In the first step, the children are taught,

1st.—To distinguish and imitate the sounds and forms of the small letters.

2d.—To spell by sound, and read at sight all the words and sentences which can be formed from these sounds.

3d.—To classify all sounds which they have learned, as those having a tone, and no tone.

4th.—To recognize the forms of the capital letters; still giving the same sounds as used in the small letters.

5th.—Names of the letters.

Phonic reading is divided into three steps, which comprise the first three years of the child's school life.

In the first step, to each character is attached but one sound. The short sounds of the vowels, as heard in *mat*, *met*, *pin*, *hat*, *hut*, the hard sound of *c* and *g*, the sound of *x* as heard in *wax*, are used in every case; and *s* has the sound of *c soft*. The letters *k* and *g* are omitted.

A set of Phonic reading cards, both large and small, a set of letter forms, and a little reading book, have been prepared by E. A. Sheldon, of Oswego, N. Y., with special reference to accompanying these lessons, which will be found of great assistance.

The blackboard should also be extensively used. The teacher who can print readily, will be likely to interest her class more thoroughly than by confining herself closely to the cards.

1st.—The teacher makes the short sound of *a*, and requires the children to imitate her; this is done until they can do it with some degree of accuracy. The teacher holds up a small card with the letter *a* on it, desiring one child to select one like it from the table, another to find one like it on the large card, class always deciding on the correctness of the selection. Teacher lets other members of the class do the same. She

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then makes several letters on the board, children deciding when she makes this letter; different members of the class are called upon to find as many like this on the table, and on the large cards as possible, always repeating the sound as they select them.

The teacher then takes the letter *t*, and treats it in the same manner. She then prints upon the board the leters *a* and *t*, at a little distance from each other, the children at the same time giving the sounds; she next prints them below, a little nearer, and thus continues, the children repeatedly giving the sounds, and pronouncing them in more rapid succession, until they obtain the syllable *at*, which they pronounce until quite familiar with it. This will be sufficient for several lessons.

At this point let the children learn to recognize, at sight, the words *the*, *is*, *his*, *this*, to be used in forming short, easy sentences. Next, let the character *m* and *c hard* be taken, and treated in the same manner as *a* and *t*. Then place upon the board the syllable *at*, which let the children analyze, and pronounce. At a little distance from it, at the left, place the letter *m*, class giving the sound, and pronouncing the syllable *at*. Below, and a little nearer each other, place the same letter and syllable, class pronouncing them more rapidly, and thus proceed until the word *mat* is obtained. The teacher may then have a little conversation about a mat, as: Who ever saw a mat? What used for? What made of? Where placed?

Let the letter *c* be treated in the same way, until the word *cat* is obtained from the children, and then proceed with all the succeeding lessons.

The children will require very thorough drilling on the sounds, in order that they may be given correctly.

The letters may be taken in the following order: *a*, *t*, *m*, *c*, *b*, *r*, *h*, *v*, *f*, *s*, *d*, *l*, *p*, *g*, *n*, *j*, *w*, *e*, *i*, *o*, *x*, *y*; and the combinations *on*, *oy*, *sh*, *ch*, *ng*, *rch*, and *th*, may be added.

3d—*To develop tones, and no tones.*—Let the teacher call on the children to sound several letters, as, *a*, *e*, *k*, *m*, *p*, *t*, *q*, *v*. *o*.; then take two sounds separately, as, *a* and *t*, and cause the class to sound them in succession several times. Ask

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what difference they observe in these sounds. The children will say, "one sounds loud," or, "has a loud sound;" "the other sounds soft," or, "has no sound." Obtain from them, questioning, that *a* has a sound; that *t* has no sound. Tell them that those letters which have a sound, are said to have a *tone*, and those which have no sound, are said to have *no tone*. Teacher may then ask class to give letters which have a tone, and those which have no tone, placing them upon the board in separate columns.

A good exercise for the class at this point, is, to give words beginning with a letter which has no tone; then words with a letter which has a tone.

The terms *tonic*, *subtonic*, and *atonic*, should not be given until the commencement of the third step.—*Mich. Teacher.*

SCHOOL-ROOM HYMN.

WE ARE YOUNG.—TUNE: "LIGHTLY ROW."

We are young, we are young,
But our time is hastening on;
Day by day, day by day,
Vanishing away.
Swiftly fly the whirling years,
Like the planets in their spheres,
Hastening on, hastening on,
Till our life is gone.

Here we come, here we come,
Daily from each cheerful home,
And may we, and may we,
Docile pupils be.
May there be no idlers here,
But may each one's conduct cheer
Parents true, parents true,
And our teacher too.

We will try, we will try,
To make time pass happily;
And the drone, and the drone,
Shall be here unknown.

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If we throw our time away,
Now, in youth's bright, golden day,
We shall mourn, we shall mourn
Days that ne'er return.

Then may we, then may we,
Like the busy honey-bee,
Work so well, work so well,
That our hearts will tell
That we've made our teacher glad
By the lessons that we've had;
This we'll do, this we'll do,
Till our school is through.

—*Independent.*

INADEQUATE PAY OF TEACHERS.

The salaries of school teachers have not risen in the last few years in proportion to those of ministers or to the charges of other professional men. And it is well known that a good penman, book-keeper, sprightly clerk or salesman can command better wages usually than an accomplished teacher. That there are so many poor teachers is largely due to the fact that first class talent can do better than "keep school;" and we are likely to lose the good teachers we have if their pay is not increased. The old salaries will not begin to cover the increased cost of living.

It is not necessary to say anything of the importance of the teacher's position. Indeed it can not be over estimated; as the training of children is of vastly more moment than the education of adults, since the first lessons color and bend all the life afterwards, the office of the teacher can not be placed below that of the minister; but if we measure the worth of services by what we pay for them, our consideration of the teacher would seem to be very small. The teachers' labors are as exhausting as those of the clergymen.

There is not only an unjustifiable disparity between the pay of teachers and other intellectual workers, but the grossest injustice in the discrimination among teachers; gentlemen are paid twice and three times as much as ladies for exactly the same service; and this, too, when the cost of living for ladies is fully equal to that for the other sex. They must pay as much for board, and more for dress in order to keep in the same level of society. A single man can live as cheaply as a single woman; and if he could not, labor ought

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to be paid according to its value and not according to the sex of the person who performs it.

This subject of the pay of teachers has been very much discussed in Massachusetts recently, and the agitation has resulted in raising their salaries; in many towns it has been advanced fifty per cent. Boston, enlightened, generous Boston has done it, and in so doing the committee say:

"We need hardly point out that at the present rate of living this is an act not of generosity so much as of simple justice to the members of one of the most laborious of professions, and that any narrow, penny-wise policy on the subject now, when so many new avenues are tempting men and women away in new directions, will surely result in a permanent lowering of the standard of educational ability. No greater misfortune we think could happen to the community than this. So far from being diminished, the scale of teachers' salaries should be increased, not only relatively to the increased cost of living, but in still greater proportion, for, we believe that the services of public school teachers have never yet been adequately remunerated."

We shall lose some of the best teachers in Hartford, and we ought to, if we do not increase their salaries. They can not live on their present pay, and will be obliged to seek more remunerative employment. The interests of the city demand immediate attention to this subject.—*Hartford Evening Press.*

We are glad to see a leading daily paper take up the matter of teachers' salaries, and discuss it so fairly. The interests of common schools, as well as justice to teachers, require that the salaries should be increased. Within the last few years, Connecticut has lost a number of successful teachers who have left her public schools, to teach in other states, or to engage in other employments, because the salaries paid were so small. But as the writer of the above article remarks, it is woman who suffers the greatest wrong in this respect. We know of intelligent and successful teachers of this class who are now teaching in wealthy districts for a salary which will not pay the expenses of board and clothing, though the most rigid economy is practiced.

The following schedule of salaries has been fixed in Boston. In the Latin, High and Normal schools, Masters, $3,500 a year; sub-masters, $2,500; Ushers, $2,000: in the Gram-

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mar schools, Masters, $2,500; Sub-Masters, $2,000; Ushers, $1,500; Head Assistants, $800; Assistants, $600; Primary teachers, $600..

EDUCATIONAL INTELLIGENCE.

NEW YORK. During the year 1865, Teachers' Institutes were held in fifty-four counties of this state, some of the counties holding two sessions during the year. "The average attendance has been good and it is believed that the Institutes have been more thoroughly organized and more efficiently instructed than in former years."

The Superintendent of Public Instruction proposes to systematize the work more thoroughly during the coming year, and to employ a corps of qualified instructors.

The Oswego Normal and Training School is to occupy its new building this month. This building is located in the pleasantest part of the city, where it overlooks the lake and surrounding country. It is an imposing structure; its entire front being 183 feet in length, and it extends back 180 feet. It is amply provided with assembly rooms and recitation rooms for the normal, model, and practicing schools. This school under the charge of its efficient superintendent, E. A. Sheldon, Esq., will exert and important influence on the methods of instruction in our whole country.

The Normal School at Albany is in successful operation under the charge of Prof. Arey as Principal, who is assisted by an able corps of instructors. The New York Teacher edited by James Cruikshanks LL. D., is one of our best educational Magazines, and its influence is felt for good in supporting wise educational measures, and contributing to the advancement of teachers.

MICHIGAN. The Fifteenth Annual Meeting of the Michigan State Teachers' Association was held at Battle Creek, Dec. 26—28th. The meeting was well attended by teachers from different parts of the state. A paper was read by Miss Hoppin on "The causes of Failure in Teaching," and lectures were given by Richard Edwards, President of the Normal University of Illiinois, on "The Sources of Personal Influence;" by Hon. J. M. Gregory, late state superintendent, on "The Life and Character of Dr. Francis Wayland;" by A. Griffith of Ill., and Prof. Mark Bailey of Yale College, on "Elocution." The Michigan Teacher and the Self Reporting System came up for discussion, and liberal promises were made for the support of the

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Teacher. We extract the following paragraph in relation to the meeting from the Teacher.

"It is very pleasant to think and to speak of the late meeting of our State. The feeling was unanimous among those present that it was a decided success. The spirit manifested was excellent. Never have we seen teachers so enthusiastic, so earnest, so devoted to their work. All seemed to feel that they had been richly repaid for all their time and trouble in attending the meeting; and there was abundant confirmation of the utility and necessity of such gatherings. Of course, the fossils were not there. Their conservatism is incompatible with such new fangled notions as Teachers' Conventions."

The Michigan State University has 1,195 students. We believe this is the largest university in the country. It is exerting an important influence over the whole educational work of the state.

The Michigan Teacher is a new educational monthly published as the organ of the State Association and conducted by Wm. H. Payne, Resident Editor, and C. L. White, Associate. It is ably conducted and is designed to be an important auxiliary to the other educational instrumentalities in this state.

MINNESOTA. This state, admitted into the Union in 1858, is already taking high rank in the work of education. Embracing a territory more than ten times as large as Massachusetts, and out of which twenty states might be formed each nearly as large as Connecticut, it has set apart one eighteenth of its entire domain or nearly three million acres to the work of educating the people. The school fund already amounts to over $1,000,000, and it is estimated that it will ultimately reach $12,600,000. The Normal School at Winona is in successful operation with an attendance of 58, and 85 in the model school. Provision has been made for three Normal schools in this state.

INDIANA. The schools of this state suffered from the influence of the late civil war. While there was an increase of children of school age of over 16,000 from 1860 to 1863, there was a decrease in attendance in public schools of more than 20,000. There was also a decrease in the number of schools and in the wages of teachers. But the state is not only redeeming herself in these particulars but is also furnishing additional evidence of progress. The School Fund has been largely increased the past year; ample provision has been made for holding Teachers' Institutes in different parts of the state, and a law has been passed establishing a Normal School, and $10,000 per annum appropriated for its support.

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The State Teachers' Association had a full and profitable meeting at Terre Haute, during the Christmas Holidays. Hon. George W. Hoss, Superintendent of Public Instruction, was appointed President for the coming year. He is also editor of the Indiana School Journal which is published as the organ of the State Association. We believe its Editor will make it a live Journal, and we hope that it will be well sustained by the teachers of the "Hoosier" state.

WISCONSIN. There are 335,582 children over four years and under twenty, enumerated in this state, 65 per cent of whom attended the public schools the past year. 7,532 different teachers were employed, the average salaries of male teachers, per month, $36.40; female teachers, 22.24; an increase of more than 12 per cent. on the previous year, and of more than 50 per cent. since 1861. With an income from the school fund of $134,148 or but little more than that received by Connecticut from her School Fund, this state has raised by tax $908.152 or 6 mills on the dollar of the valuation of property in the state.

The last legislature of this state provided liberally for the establishment of Normal Schools. The whole amount of the fund present and prospective is more than a million of dollars, more than half of which is already productive. The income for the current year which can be appropriated to Normal Schools will be over $30,000.

There are 9 colleges and universities in the state with buildings valued at $307.000 and aggregate endowments of $392,170. Total number of students 1,439, of whom 877 are in the preparatory departments. The school law requires that a Teachers' Institute should be held in each county every year; more than thirty counties had institutes the last year. There is in this state a vigorous state association which includes among its members many teachers of ability and experience.

OHIO. The Hon. E. E. White, late Commissioner of Schools for Ohio has done good service in this state by his able advocacy of Normal Schools and Teachers' Institutes, and by the interest which he has awakened in public education. We are sorry to see that a change is to be made in Commissioner, though the influence of the late Commissioner will be felt through the "Ohio Educational Monthly," which he edits, and by means of his labors at Teachers' Institutes and otherwise. We hope soon to learn that this state has established a State Normal School, and the chain will then be complete from Massachusetts to Minnesota.

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KANSAS. This young state is establishing educational institutions as a part of her state policy. She has four colleges with sixteen professors and teachers, besides the State Agricultural College with four professors and 107 students. She is to have a State University to be located at Lawrence. It has already $15,000 in money and 46,000 acres of land towards its endowment.

The State Normal School was opened on the 15th of February, 1865, at Emporia, with eighteen students. The whole number received through the year was seventy-eight. Prof. L. B. Kellogg, the principal, is laboring vigorously to make this institution an honor and a blessing to the state.

The whole number of children of school age reported from thirty three counties, in 823organized districts, was 37,934. The State Superintendent, Hon. I. T. Goodnow, visited thirty-one counties last year and reports a "living increasing interest in schools."

The common schools, normal school, agricultural college and university are all richly endowed with lands, but these will produce no income till sold. For the present support of the common schools there is an annual assessment of one mill on the dollar upon all the taxable property of the state.

The Kansas Educational Journal edited by H. D. McCarty is well conducted.

IOWA. From an abstract compiled at the State Secretary's office the census returns of the State of Iowa show the total population to be 749,904; increase in two years of 47,912. Iowa was never more prosperous than she is now. Her common schools are rapidly improving under the supervision of Hon. Oran Faville, State Superintendent. She has county superintendents who examine teachers, visit schools, and report annually to the State Superintendent. Teachers' Institutes are held by authority of the State. The State University was never more prosperous; five Hundred students were in attendance the past term. The Normal Department is conducted expressly for the benefit of those preparing to teach. It is believed that a separate Normal School will soon be established. This state has also an active State Teachers' Association, and an able School Journal edited by the State Superintendent.

We have received several reports, but too late to notice in this No. of the Journal.

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LOCAL AND PERSONAL.

FAIR HAVEN. A short visit to the graded school on the west side of the bridge in this village satisfied us that the different departments were in good hands, and that the school was doing its work well. Mr. Avery, the principal is infusing a spirit of life and enthusiasm in his room, and the other teachers are co-operating in their several departments.

EAST HAVEN. We visited the school on the east side, south district, Miss M. Jennie Brown principal of the upper department, and Miss Dickerman of the lower. Here were two teachers working faithfully and with good success, but the rooms are unpleasant, badly seated, and forbidding in aspect. The site of the school house is pleasant, but there is great need of a better building.

NORWICH. Mr. N. H. Whittemore has been appointed to the vacancy in the Center District caused by the resignation of Mr. Allen. Mr. Whittemore has, for several years, been principal of the graded school in the Falls District, and brings to his new position the qualifications which years of careful observation and successful experience give. As principal and superintendent of schools in the Center District, he will find a good field in which to labor, and will, we believe, sustain the high reputation which these schools have enjoyed under the very successful administration of Mr. Allen.

SALISBURY. The school district at Salisbury Center have voted to dispose of their present school-house and erect a new and more commodious building of two stories that will accommodate 150 pupils and have in future a graded school. Mr. Charles T. Jewett of the State Normal School is the present principal of this school.

Charles Northend, Esq., late Editor of the Common School Journal, has opened an insurance office in New Britain, and taken the agency of several excellent companies. We are glad to learn that his business is already so good. Persons desiring to get insurance on life or property will be courteously treated, and be able to make satisfactory arrangement by calling on Mr. Northend.

Mr. Charles F. Holt, a graduate of the State Normal School, and subsequently principal of the school at East Berlin, and then at Portland, went to Ohio in the autumn, was taken sick and died there. His remains were brought to New Britain and interred. Mr. Holt was a faithful teacher who will be long remembered by many pupils.

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STATE REFORM SCHOOL. We are glad to learn that Dr. Hatch, the Superintendent of this school is not to leave as he once contemplated. It would be very difficult for the trustees to find a man who would fill his place. The school is now full.

TO OUR READERS,

WE have received more letters of encouragement and assurance of co-operation than we have found time to answer. Will those of our friends who have not received written acknowledgments to their letters, please accept our thanks now. We are also truly grateful to those teachers and others who have interested themselves in extending the circulation of the Journal and adding to its list of subscribers. One has sent us twenty names with twenty dollars at once.

We should be glad to have the Journal reach more of the teachers of the state. There are several towns in which no School Journal of any kind is taken except the copy sent to the Acting School Visitor. We would especially request subscribers and Acting Visitors to call the attention of teachers to the Journal and invite them to subscribe.

The terms are *One Dollar a year, strictly in advance. Or one dollar and twenty-five cents at the end of three months.* Subscribers who have not remitted the price are requested to do so at once.

The Journal and Atlantic Monthly for 1866, will be sent for $4.00 to all who subscribe before the first of April.

NOTICE.

The blank form for the returns required by law from District Committees and Boards of School Visitors have been distributed by mail to all the towns of the State. School Officers who fail to receive them promptly are requested to notify the undersigned.

DANIEL C. GILMAN,

Secretary State Board of Education.

NEW HAVEN, Feb. 23, 1866.

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BOOK NOTICES.

MONTIETH'S PHYSICAL AND INTERMEDIATE GEOGRAPHY; by James Montieth. A. Barnes & Co., New York.

This is a quarto of 88 pages in two parts. Part I, embracing a little more than one half of the book, in which "Geography is taught as a Science," treats of Physical Geography in twenty sections under the general heads of "The Earth the dwelling-place of Mankind, Creation of the Earth, Crust of the Earth, Form of the Earth, Mountains, Plateaus," &c. This part is fully illustrated with cuts.

Part II, or Local and Civil Geography has seventeen maps with questions on the same, and on "Routes of Travel." Review exercises accompany each map, and a General Review follows with an index.

This book is well printed and illustrated, and it will prove a valuable addition to the text-books on this subject.

PRINCIPLES OF EDUCATION DRAWN FROM NATURE AND REVELATION, AND APPLIED TO FEMALE EDUCATION IN THE UPPER CLASSES. By the author of "Amy Herbert, &c." 476 pp. New York: D. Appleton & Co.

The previous works of Miss Sewell have been read with interest in this country. This volume is an important addition to our educational literature and will be read with interest by christian parents and teachers. The general scope of the work may be gathered from the following paragraph taken from Chap. III. "We have arrived at this conclusion; that the object of education is the carrying out of God's Will for the individual; that the purpose of this Will is hidden from us in the Eternal counsels of God: but the direction in which we are to work is pointed out to us by the peculiar endowments of character and of intellect with which every person is gifted." The work treats principally of the systems and methods of moral and religious instruction and gives directions on some subjects not usually discussed in works on education. While some chapters refer more particularly to English Society and children in English families, the principles are applicable to a certain extent in this country. Mothers as well as teachers will find many valuable suggestions in this work.

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Resolved, That Hillard's New Series of Readers be introduced to be used in the Public Schools of this District.

From the Minutes. HENRY W. HALLIWELL, Secretary.

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The Connecticut

COMMON SCHOOL JOURNAL,

PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

DAVID N. CAMP, New Britain, Resident Editor.

Vol. XXI., APRIL, 1866.

NEW SERIES, VOL. XIII., No. 4.

TERMS.—*One Dollar a year, payable in advance* All remittances, letters and communications to be addressed to DAVID N. CAMP, NEW BRITAIN, Conn.

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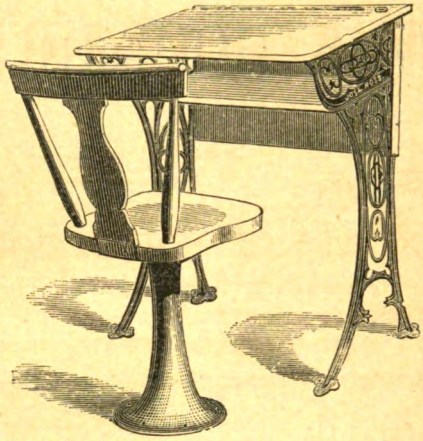

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Connecticut Common School Journal

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, APRIL, 1866. No. 4.

For the Common School Journal.

LABOR FOR THE FUTURE.

ALL that labor for the good of humanity must look to the future for the result of their labors. The greater the good we seek to accomplish, the more we must learn

"To labor and to wait."

The lives of all good men remind us that the good we would do, in future life appears. This is most apparent in all enterprises whose object is to guide, fashion and develop the mind. A noble thought is awakened in the mind of some true philanthropist and he labors for years, perhaps for a life time, for the good of mankind, with little or no apparent result. But in the circling years the good seed springs up and bears an abundant harvest. Then the earnest laborer is recognized as a benefactor and his name becomes a household word in the hearts of those who have been developed into a higher life by his unselfish, earnest efforts. How unerringly does the history of every reform show that all enterprises of great "pith and moment" are slow in their evolu-

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tions but certain in their results. Those that are laboring in the educational field should feel this and take courage.

"Never falter, never faint;
Bear thou our banner in the van;
He's the truest, purest saint,
Who labors for his brother man."

Give precept on precept and example after example. The teacher is laboring with imperishable material. A mistake may be attended with the most disastrous consequences. We should labor for lasting results rather than for show or premature development. The foundation for an education should be properly laid by the teacher, the rearing of the superstructure is the work of a life time. We should look upon the children committed to our care as undeveloped jewels, diamonds in the rough. We must train them with the skill of a master, if we would have their beauty, worth and usefulness appear. In the future years those that surround us to-day seeking for knowledge and right training, will become the teachers, governors, legislators and judges. It will then be seen what our labors were worth. There sometimes seems to be too much superficial training, too much of a disposition to cover up ignorance instead of removing it, too much of a disposition to let bad habits remain instead of removing them. In no such way can true advancement be made. Our efforts will be futile, if such is our practice. Education should make better children, better men and women, better communities, better society and better states. Contrast the present condition of New England with the southern states and behold an argument in favor of universal education. Would not much of the trouble of reconstruction be avoided if education was universally diffused? Would not the war have been avoided, had the nation made as ample provision for educating all classes of people as some of the states did? Where does mob law prevail but among the ignorant? Where is property, life and conscience most respected? In view of these things we say that those who labor for a generous system of universal education are the world's benefactors. Those men who laid the foundation of our educational institutions "builded better than they knew."

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Probably they little thought that the intelligence born of the institutions they founded, would save the life of the nation. Yet we are constrained to-day to believe that such was the case. Do not our present necessities require still greater efforts, if we would see the future bright with hope and promise? A new era is opening before us and the future will be what we make it. If we recognize education as the just right of all and give all the means of obtaining it, then there can be little doubt of our future prosperity. The present is a time for action, for earnest, persevering effort. What we are to be does not yet appear. If we fold our arms and let circumstances rule the hour instead of ruling the circumstances, then we shall have but little to expect. Every word fitly spoken, every noble deed done, every prejudice removed, and every child properly educated is so much done toward making our future national existence secure. Our security must rest upon intelligence, and who ever disseminates knowledge and virtue is a public benefactor. With untiring industry, unceasing devotion, and unyielding integrity we can make our future brighter than the past.

"Let our thought and labor be
To God and for humanity." T. K. P.

DIFFERENT STYLES OF TEACHING.

MANY persons may be endowed by nature with gifts which entitle them to be called teachers, yet among them we may distinguish several distinct *styles* of doing the work. For the sake of illustrating this let us consider three classes of teachers each of which embrace many individuals. Those belonging to all the classes are entitled to be called teachers, but at the same time the characteristics of one class may be more generally satisfactory than those of another.

There is a class of teachers who are fond of introducing wit, fun and drolleries into the school-room as a constant practice. At first the use made of this is unlimited. Then it becomes more common and after a while so much of a

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habit that the teacher himself does not seem to be aware of his habit. If he were he would criticize it as in bad taste and hindering the most complete discharge of his duty. One upon taking his chair looks up with a droll observation upon some person or thing, so that scholars at such times and at certain intervals learn to suspend their mental operations and wait for the accustomed smart thing. Another will deem it innocent or even commendable to force in what he is pleased to think a happy turn of thought or words for the sake of receiving the applause which scholars are bound to give at such times as the sailors are bound to laugh at the jokes of the first mate, no matter how poor or how frequent. Another makes fun of a problem on the blackboard instead of criticizing it in a calm and thoughtful manner. Another occupies time and injures the state of the pupil's mind by making some hit at his political notions, or some act in or out of school foreign to the subject under consideration. Another likes to be saying something which will make the girls smile. These are but examples of much that we have observed in the school rooms of those whom, with all their defects, were good teachers. As we review this style of teachers we can not but observe that the wit does not flow in a constant stream. Puns, drolleries, smart talk and ridicule may be continuous and may be cultivated by most any one. We do not deny that a humorous teacher has a power which enables him to arouse a sluggish mind, or to punish with the cutting stings of satire and irony a bad boy. If it were for this purpose only that humor were introduced, it were a good and not an evil. But it is more commonly for the sake of gratifying a master's pride or self satisfaction in being considered a smart man. When it becomes in the teacher a habit not directed by care or consideration for the advancement of the pupil, it not only does no good but is a source of evil. To be sure it keeps the mind on edge and in a sensation state, yet in the same way as the drowsy boy is kept excited and keen by the atmosphere of ridicule and opposition in which he lives. But the latter is not educated thereby, and so the influence of the teacher of the sort above alluded to gives

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the mind an unsteady and passionate development and imparts a peevish and unnatural nature to the disposition. Therefore the habit of constantly introducing a string of smart sayings and turns for the mere sake of doing so seems to be a radical defect in the teachers of this class.

The second class may be considered as composed of those who do not introduce the *bon mot* method at all, either because they have no humor or because their taste and training will not allow its use. On the contrary the entire absence of snap and vigor which an occasional sharp turn of thought produces, is painfully evident. Nothing is said to enliven, cheer or check. Yet the essential gifts of the teacher are here. A constant pressure is brought to bear upon the mind. Much work is done in the school room and the mind expands under it. What we would criticize in this class is a tendency to a stiff and repulsive method. It is very much like the method of a military drill master. Perfect control, hard work, growth of the mind. But there is a lack of that harmonious development of the mind which an occasional manifestation of humor in the instructor would produce. Such a teacher may possess power of imparting, power of controlling and love for his work, yet he errs in just the opposite extreme from the teacher of the preceding class. We may call him the *mechanical* teacher and the other the *bon mot* teacher. Were the former to approximate toward the latter and *vice versa*, both styles would be improved.

There is again a third class which seems to hold a mean position between the two just given. They are free from the careless, imitating, injurious, *bon mot* method of the one, and also the solid, unenlivening, mechanical method of the other. They have a vein of humor which will, with proper restraint, brighten and quicken a school tending to dullness. They have a wit which will rarely launch its cutting shaft upon a malicious offender. Their own temper is under careful control. Their devotion to their work imparts enthusiasm. There is an unseen, indescribable harmony between the teacher and the taught. The teacher guides and superintends the operations of nature. He does not spend time

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in striving to drive or force a pupil to do what his nature was not made for doing and which it has no inclination to do. Such a teacher keeps on in the natural manner. He follows the guidance and light of nature. He, therefore, accomplishes his work in a manner easy for himself and such as to make successful scholars. Such a teacher is simple and natural, not peculiar or calculated to attract attention by any striking characteristics of style. This may be called the *natural* as the others have been called the *bon mot* and mechanical styles. While we would give the preference to the latter, there are many of the varied positions which the teacher is called to fill that would be better satisfied by one or the other of the two former classes. C. P. O.

TEACH THE CHILDREN TO SING.

THE benefits attending the study of geography and history, English reading and grammar, are seen and admitted by all intelligent people. The utility of mathematics and philosophy, and the ancient and modern languages, is quite generally understood and conceded. But what are the claims of music as a regular branch of education? Is there any cogent reason why—to say nothing at present about instrumental music—children should not be *universally* taught to sing? Upon this interesting as well as important question we have a few words to say.

1. Music is a *science*, as well as an art. Johnson gives it a place among the seven liberal branches of knowledge. The abstract and speculative principles upon which it depends have been fully and plainly elucidated, and satisfactorily tested in practice. From the Bible, and Grecian classics, and Egyptian antiquities, we learn that music was a science in very ancient times. No doubt it was then in a very crude and imperfect state. But the first elementary principles were then understood; and since that it has progressed, until now it is developed as a most beautiful branch of knowledge. As such it should be taught, and no person's education is complete who is not acquainted with its fundamental principles.

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And here, we may remark, is a great defect. While in our public, and many of our private schools, music is taught as an art, it is not usually taught as a *science.* Perhaps a few lessons are given upon the first rudiments, but for the most part, children in this country are only taught to sing by rote. They hear the melody, and easily catch it; and if they have a good ear, and ordinary musical talent, they may put in the subordinate parts, and complete the harmony. If, in this loose way, they learn to sing, how much more proficient they would become if early inducted in this beautiful science!

2. *Every child, except the unfortunate mute, is endowed with musical powers.* He or she has a voice, and that voice is capable of making different intonations. It can make high sounds and low sounds, hard sounds and smooth sounds. It can indicate anger and joy, hatred and love. And it is reasonable to suppose, that the child who can talk and shout, laugh and cry, can also, if properly instructed, learn to sing.

Nor is this a mere theory or supposition. In certain parts of Germany as great care is observed in teaching children to read music, as to read writing or printing, and lack of natural ability for the one performance is no more complained of than for the other. And in our own country, distinguished musicians, like Professor Hastings, declare that they have never met with a person, young or old, who, if he had a voice, could not learn to sing.

No doubt, some have greater talent, and are more likely to become proficients in the science, than are others. So it is in all departments of learning. But he who has but one talent should not be permitted to bury it,—he should be taught to use it. Every child who can articulate, can, with some pains learn to sing—to sing correctly, if not beautifully. His wise and beneficent Creator means that he shall sing, or He would not have thus endowed him. And if we do not teach our children to glorify their Maker in noble song, the warbling birds and bleating flocks will reproach us and

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them, and the choirs of heaven will look down in pity and astonishment.

3. Music has ever been regarded as *a great and innocent amusement.* It is such to those who listen, but still more to those who participate intelligently and correctly in the song. It not only affords relaxation for the weary mind, but likewise relief for the burdened spirit. It reassures the desponding, elevates the downcast, cheers the drooping. It acts like an angel of mercy to the mourner. The heart that is almost broken with sorrow is comforted as it listens to the sweet and plaintive melody; and if the voice can be controlled so as to join in the strain, how great and indescribable is the relief! The gentle Kirke White well said:

> "Oh, surely melody from heaven was sent
> To cheer the soul, when tired of human strife:
> To sooth the wayward heart by sorrow rent,
> And soften down the rugged road of life."

4. But music does more. *It exerts a most salutary influence upon human character and conduct.*

It soothes the passions. When a tempest rages in the soul, and conflicting waves leap furiously, one upon another, the soft strain of melody, as it approaches, and is more distinctly heard, subdues the storm, and at once there is a great calm.

Music operates favorably upon the affections. Everything like asperity it removes. The mind, which naturally inclines to indifference, it fills with generous emotions. It renders pliable the feelings. It dispels selfishness and promotes benevolence; and thus its influence is in the highest degree ennobling.

Mark its effect also upon the taste—how refining! Upon the energies—how animating! It frowns upon all that is low and groveling—upon all that is dull and stupid; and produces lofty aspirations and lively movements.

Upon these and other points we might dwell at considerable length, but our object is not to write a lengthy and elaborate article. We simply wish to suggest to professors and teachers, and trustees, throughout our land, the import-

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ance of a more thorough and complete instruction of this great and delightful science. We hope to see the day when it will be placed beside grammar, arithmetic, and geography and be taught efficiently in all our schools.—*Educational Monthly.*

HOW THE NEIGHBORS CAN HELP THE SCHOOL-MISTREES.

We suppose all our readers have read the famous story entitled "Eyes and no Eyes." Did it ever occur to them to ask, which of the two youths therein described the majority of children at our common schools, if examined in the same way, would most resemble—so far we mean, as the influences of their school education extend? Children are observers by nature, and many a child gives himself an education in the woods and fields, and shops and streets, which goes far to make up for the shortcomings of school in cultivating the observing faculties. But how far, does it ever occur to any one to ask, is this natural self education helped and guided, as it might be and ought to be, by school teaching? We fear, not very much. We suppose it will not be denied that our present methods of school teaching are defective in this important department, the cultivation and development of the observing faculties. We do not wish in this article to dwell on the deficiency, after so much has been said on the subject, but to suggest some practical, and easily adopted methods for its remedy. Most of our primary teachers shrink from the thought of attempting to teach science or natural history. They have never been instructed themselves, and know nothing about it; and if it were really a question of teaching science as such, there would be nothing more to be said. But in our view there is a great deal to be done to *prepare* children for scientific teaching, which is quite within the reach of any teacher who knows how to read, and cares to take a little trouble for the good of her pupils.

The best preparation for a systematic study of science, in after life, is an early cultivation of the observing faculties, and that can be done with children without any science at

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all. Teach children to *see;* they do not really see unless they are taught. Show two children the same object on the same picture, and ask them to describe it, and observe how much more one sees than the other. Bring a bunch of fresh leaves into the school-room, and call the attention of the children to the variety in their forms, or a nosegay of flowers, and give them a lesson in color; you may know nothing of botany, and yet do this. "Not long ago," says a sensible Englishmen, "I went into a girl's school, and observed that the mistress entered with a basket in her hand, out of which she took several things which perhaps you would not expect in a school. There was an orange, and a lemon, and some bits of green wood with the bark stripped up; also a lump of sugar and a phial, and a few other things. A friend of mine who was with me, and who was quite one of the uninitiated—quite in the dark about education—when he saw the lemon and the sugar, and a bottle containing some mysterious liquid, said "What, is she going to make the girls some punch?" But it was not so. She cut the lemon first, and peeled it, and showed where the aromatic bitter resides which is so valuable for flavoring in cookery, and for invalids; she explained that the pulp is unwholesome and indigestible. She then described the islands and countries from whence these fruits are brought. Moreover she had a microscope by which the girls were allowed to examine the crystals of the sugar, and the animalcula in a drop of water, the fibres of the wood, and the circulation of the sap. These things interest children very much, " and set them a thinking."*

"Sets them a' thinking,"—Yes; and what is school good for unless its sets them a' thinking? Now we have a little practical scheme to propose, to further this kind of teaching. Let us imagine a district school in a country village. How easy it would be to provide at a small expense a case of drawers—we have one in our eye, made by a handy carpenter—the upper ones shallow, and the others gradually increasing in depth—to be used as a school museum, open to the

*From What to Learn and What to Unlearn, p. 18, by Rev. H. Fearon.

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contribution of scholars, teachers and neighbors. We do not mean a museum of gimcracks and curiosities—a reel in a bottle, or a piece of the frigate Constitution—but of objects worthy of study and illustrative of school lessons, and such as it will be profitable and practically useful for children to know about. We will try to show how such a little museum could very easily be furnished.

A series might be made of various articles used as food—the cereal grains, wheat, barley, oats, rye, &c.; and other seeds such as beans, peas, lentils, rice; and a very little knowledge of botany and chemistry would go a great way in helping to classify them and explain their constituent elements. An interesting series of edible nuts could be made, both of home and foreign growth and of specimens of the wood of many of the trees which produced them;—not only walnuts, chestnuts, &c., but almonds, English walnuts, so called, ground nuts, pecan nuts, &c. Spices and condiments would furnish a very interesting series; and here we propose to call in the help of a neighbor. We are safe in supposing that the teacher's salary is too small to allow of her spending any money on the little enterprise, and there is no appropriation, we will suppose, of town money to cover such an extraordinary expense: but we are sure there are many towns where a carpenter could be found to build the case of drawers for the love of the cause of education, and where the grocer would interest himself with all his heart in gathering together a series of specimens of objects that he sells, which would be suitable for such a purpose. Suppose then, that he got together a few pepper-corns, some cloves, a nutmeg, a few bits of ginger, allspice, &c., and also a little rice, a little sago, some cacao beans (though whole beans perhaps would have to be procured from a chocolate factory), specimens of sugar in all its different forms (though these we fear would have to be kept under lock and key for fear of *pratical* experiments upon them), black and green tea, a few coffee beans, and many other articles. The quantity of each sufficient for a specimen, would be so exceedingly small, that no one would grudge the trifling expense.

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In the department of natural history the children themselves should be set to work as collectors. Let them be encouraged to capture insects, to collect crysalids, minerals, &c., and to dry plants for an herbarium. We have seen a beautiful collection of different kinds of wood, both in longitudinal and traverse sections, with their bark, in such a museum.

No matter, we say, if neither teacher nor pupil at the outset have much scientific knowledge. Let them gain knowledge as the first student did, from the objects themselves. But the teacher, in almost all instances, can have a few cheap sources of knowledge accessible to her. We hope the time will come when no school-room will be considered properly furnished without a little library of books of reference, which shall contain at least one good cheap cyclopedia. The town library will almost always furnish that, along with other good books of reference, among which we might mention, as admirably adapted to such purposes in all the departments on which it touches, Johnston's Chemistry of Common life, which is much more than a dry treatise on Chemistry. In England this kind of teaching has been much more attended to than with us, and we could mention some excellent little English books, if they were not unfortunately so difficult to obtain. Such are Dr. Lankester's Lectures on Food and on the Uses of Animals, Archer's Popular Economic Botany with colored plates, Sir Wm. Hooker's Popular Account of Kew Gardens; Simmond's Dictionary of Trade Products, and many others.

But now if we stopped here we should expect much adverse criticism. After all, it would be said, is it of so much importance that children should merely *see* things? Is there not sufficient satisfaction for curiosity of that sort outside the school-room. We do not doubt it; and if our aim were merely to bring the children to a sight of a great variety of objects, we should have to agree that it was hardly worth all the trouble. But we have a very different object in view; and in a future number we will try to describe the way, in which such a little museum should be used.—*Mass. Teacher.*

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OBJECT LESSON ON SIZE.

In these exercises, observation, imagination and comparison are cultivated. The children gain general ideas of size, distinguish it as exemplified in the various objects of nature, compare and decide upon relative size and proportion, and apply conceptions formed to absent objects. The children are also led to feel the use and necessity of standard measures, with which they are made familiar. In making lines of a given length, and judging of the size of different objects, children often attain a remarkable degree of accuracy. Thus, in more senses than one, may these lessons be said to be *practical*

REPORT OF A LESSON ON SIZE. FIRST STEP. GENERAL IDEA OF SIZE.

Average age of Children, 6 *years. Time attended School*, 3 *mos. Time occupied*, 12 *minutes.*

Tr. (having several laths on the table) asks, What do you see on the table? Ch. Laths. Tr. How many of you see any difference in these laths? Ch. raise hands. Tr. What difference do you see? Ch. Some are longer and some are shorter. Tr. Yes. Sarah, you may find a long lath. Sarah finds a lath. Tr. What has she found? Ch. A long lath. Tr. Willie, you may find one not quite so long as the one Sarah found. Willie finds a lath. Tr. What has he found? Ch. A lath not so long as the one Sarah found. Tr. How many think he is right? Class raise hands. Tr. How might I find out whether he is right or not? Ch. Measure. Ch. measure and state the boy was right.

Tr. Who will find a short lath? Hettie may. Ch. finds one, turns to the class and says, I have found a short lath. Tr. Who will find a lath not quite so short? Mamie may. Ch. finds one. Tr. Measure and see whether you are right. Ch. measures and class decides she is correct. Tr. Johnnie, you may find a lath shorter than the one Hettie found. Ch. There are none. Tr. Willie may find one. Ch. There are none. I can not find any. Tr. Now, because there is no lath shorter than the one Hettie found, what will we say of it? Ch. It is the shortest lath. S. R.* Tr. holding the longest lath in her hand says, Willie, you may find a lath

*S. R. Simultaneous recitation.

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longer than this. Ch. Can not find any. Tr. What then will we say of this because there are none longer? Ch. That is the longest lath. S. R. Tr. holding a lath in her hand, says, Josie, you may find two laths just as long as the one I hold in my hand. Josie finds two. Tr. Now measure and prove it. Ch. measures. Tr. Was she right? Ch. raise hands. Tr. Sarah may find two laths that will make one this length. Sarah finds laths, measures, and class decide she was correct.

Tr. draws several straight lines of different lengths and says, What have I drawn? Ch. Lines. Tr. Who will find a short line? Johnnie may. Ch. finds the shortest line. Tr. Hettie, you may find a line shorter than the line Johnnie found. Ch. I can't; there are none shorter. Tr. Then what would you say of this line because there are none any shorter? Ch. It is the shortest line. S. R. Tr. Josie may find a long line. Ch. finds one. Tr. What did Josie find? Ch. A long line. Tr. Mamie may find a line longer than the line Josie found. Mamie. There are none. Tr. Then what can you say of the line Josie found? Ch. It is the longest line. S. R.

Tr. pointing to the longest line, asks, What do you say of this line? Ch. It is the longest line. Tr. pointing to the shortest line, says, What do you say of this line? Ch. It is the shortest line. Tr. pointing to a line shorter than the longest and longer than the shortest, says, Is this the longest or shortest line? Ch. It is neither.

Tr. Who will draw a short line? Ch. draws. Tr. Another child may draw a long line. Ch. draws. Tr. Sarah may draw a line not so long as the longest line nor so short as the shortest. Sarah draws. Tr. Is she right? Ch. hands up.

Tr. Mamie, you may take all the laths and arrange them on the floor, placing the longest lath first, then the next longest, and so on down to the shortest. Mamie places the laths and the class watch her. Tr. How many think she is right? Class decide she did it correctly. Tr. Now Willie may take them all and place them, commencing with the shortest, then the next, and the next, and so on to the longest. Class notice and decide whether correct.—*Oswego Report.*

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CULTIVATION OF A TASTE FOR ART.

One of the evidences of improvement in the methods of education is the increased attention given to the cultivation of a taste for the beautiful. Few school houses have been built for the last ten years without some recognition of effect, in form, proportion or coloring. The "old brown school house" by the way side, was first displaced for the square boxes painted white, with white window curtains. These buildings were undoubtedly more convenient than those which they displaced, but the change was often made without adding to the harmony of the landscape, or to the picturesque effect of the building.

Now we often see a school house with appropriate coloring, or so surrounded by trees and shrubbery that if white, this color only heightens the effect of the landscape. The regular rectangle is also often avoided by a projection, a recess or porch, which breaks up the continuous line. If we go within we may find some variety and effect given to the rooms by walls papered and harmoniously colored, by additional mouldings or more artistic arrangement of doors, windows, book cases, and other furniture. And not unfrequently, there may be seen a few good engravings or a small painting of merit. Evergreens and flowers are not always forbidden, and the tasteful arrangement of these is made to hide defects and add to the beauty of the room. School grounds are occasionally laid out with care. Graveled walks, beds of flowers and shrubbery tastefully arranged give a pleasing effect to the appearance of the school-house and yard. These efforts to adorn the school-room and beautify the place where children are to be educated are hopeful. They are evidences of culture, of a regard for the beautiful in nature and art. In our larger cities and in connection with some public institutions, a good work has been done by erecting art buildings, collecting paintings and statuary, and cultivating a taste for the beautiful in art. Thus we believe that the whole country is to be benefited by the munificence of Mr. Street of New Haven in providing for

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the art building now erecting on the college grounds. Mr. Benjamin Fitch, the founder of the Soldiers' and Orphan's Home at Darien, has wisely spent much time while traveling in Europe in selecting such statuary and paintings as will add to the beauty of the place where the orphans of soldiers are to be educated, and help to cultivate in them a love for the beautiful.

Every good work of art added to any public collection, and every building whether public or private erected with regard to the principles of art and tastefully ornamented, is an addition to the means for forming aright the public taste. There should be, in common schools, studies for the cultivation of a love for the beautiful, and teaching the principles of art as related to architecture, to decorating rooms, the construction of furniture and other articles connected with daily life. In High Schools and Seminaries, a correct taste may be cultivated, and the students be enabled to judge of art in painting and sculpture.

The Normal School at Toronto, Upper Canada, is provided with galleries of paintings representing different schools of art, and with statuary which includes excellent models for study. These rooms are open to the students and they must have an important influence in forming the taste of the teachers of that province.

The elements of drawing, the principles of form and color can be taught in elementary schools. These studies if properly introduced by competent teachers need not hinder progress in reading, spelling, arithmetic or the common studies, but may be employed to contribute to thoroughness in these. An effort is making in some places to introduce drawing into common schools as a regular exercise. If this should be successful it will be a step in the right direction. The lessons given in common schools will help to cultivate a taste for art and insure a greater regard to beauty wherever the men and women receiving these lessons shall live and act. Some will go from these schools to special schools of art where they can pursue the study more successfully.

If true artists are to be encouraged, and good works are

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to be produced, or if improvements are to be secured in architecture and decoration, art must be made popular by elevating and educating the taste of the people so that they will be able to judge of art, and appreciate it when produced. The following paragraph from an article in the last No. of the North American Review expresses well the importance of a popular regard for art:

"The people's regard for any important intellectual or moral matter, to be wise, must be both of teacher and of disciple. The thoroughly competent critic is only found where the ready, capable, sensitive public is found. The public is only intelligently and justly instructed where the thoroughly competent critic exists.

"In art, this matter of the popular regard is of enormous importance. It is of an importance even greater than the actual production of works of art at any one time. And this for two reasons. First, the highest usefulness of art is its power to educate. If the people are ready to receive the artist's work, study it closely and lovingly and learn from it, every artist is then an addition to the nation's wealth the moment his work begins. But if the people will not receive nor heed nor understand his work, the tendency of his life is to injure the people by attempts to catch their attention, or to injure himself by angry defiance of the people, and in both cases to waste his life and help his brother artists to waste theirs by subsidence into aimless, lounging, trivial habits and ways of work. Second, the actual production of works of good art is rendered unduly difficult by a lack of popular regard for art. The art intellect, if not rightly set to work and rightly encouraged, is not set to its proper work at all.

"Where the people disregard art, a certain amount of clever art is possible; caricature may flourish, though even this does not reach power without losing refinement; landscape, full of good natural feeling, but of dim and partial insight into nature, is possible; representation of facts of the day and book illustration, both of fair quality and of some interest, may exist. All these are likely to exist in a Chris-

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tian country in the nineteenth century. But great art is the expression of great thoughts; and great thoughts find no adequate expression, find only a partial and incomplete existence, if the people are not accessible to them."

IMPORTANCE OF ART IN EDUCATION.

The importance of art is great as a help to education, because it addresses and can influence some of the noblest faculties of the soul, not to be reached, or less easily to be reached, by other means. Once the principal means of educating the mass of the people, painting and sculpture retain the power to educate, and can be made to address the uninstructed or the highly cultivated. Now we in America can not afford to throw away any means of educating ourselves and our fellow-countrymen, can not afford to let escape us any means to that end within our reach. We have undertaken a task which we may well contemplate with grave anxiety, for its successful accomplishment will only be possible to a wise and virtuous and considerate nation, working in the fear of God and with His aid. We have undertaken to make of this disordered country, full of jarring interests, a homogeneous and organized and peaceful nation, and to bring this about through the dangerous instrumentality of universal equal suffrage. Had we not better educate our people? When some object to universal suffrage,—and there are thoughtful Americans who do so,—what is the only defence we can put in? This,—that the more the people are educated, the safer it becomes, and that it in itself tends to educate the people. Good; but let every means in our power be employed to educate the hearts, the feelings, the senses even, as well as the minds of men. Women will exercise some influence over our future. Can women be rightly educated without the influence of those arts that have to do with beauty? Not so. We need the fine arts, all the fine arts. A change can not come too soon in our national mind on this subject.—*North American Review.*

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REPORTS.

IOWA. *Biennial Report of the Superintendent of Public Instruction.* Hon. Oran Faville, superintendent of this state, gives a general summary of the results of the school system. There were in 1865, 324,328 persons in the state between the ages of five and twenty-one years, an increase of 29,426 in a single year; 217,593 pupils were attending school. The number of teachers employed, males, 2,353; females, 6,467; total 8,820. Average monthly wages of male teachers, $31.64; females, $22.80. "The provision made by the state for the benefit of Teachers' Institutes has never been so fully appreciated. both by the people and the teachers, as during the last two years. Every well conducted institute elevates the standard for teaching, and thus elevates the schools." Fifty-nine institutes were held the last year. The county superintendents in their reports speak very favorably of the results of the institutes.

KANSAS. *Report of the Superintendent of Public Instruction.* In this report of Hon. J. T. Goodnow we learn that there has been a gain in the last year of 20 per cent. of the number of children enumerated, and 16 per cent. in the attendance. The number of teachers increased 22 per cent. The amount of tax raised for school purposes, 82 per cent. Institutes have been held with success in eleven counties. The report states that the Normal School was "opened as an experiment and is demonstrated a success." Mr. Goodnow recommends the establishment of a Bureau of National Education and nominates Hon. Henry Barnard as Minister of Public Instruction. Appended to the Superintendent's report, are the reports of the Agricultural College, State University, and extracts from reports of County Superintendents.

LOWELL. *Fortieth Annual Report of the School Committee, with the Second Annual Report of the Superintendent of Public Schools.* From the report of the committee we learn that the teachers' salaries have been advanced the past year from 11 to 36 per cent. The report of the Superintendent, Abner J. Phipps, Esq., gives a summary of statistics from which we glean the following. Number of public schools, 55; number of teachers employed, 94; number of children between five and fifteen, 5,125; average number of pupils belonging to all the schools, 4,552; average number attending, 4,017; average per centage of attendance, 89; average cost per scholar for tuition only, $9.26. The Superintendent has embodied many important facts in this report, and accompanied them with judicious recommendations,

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among which we notice the following. "It seems to me exceedingly desirable for those who wish to become successful teachers to supplement the High School course by the course of training and discipline which it is the peculiar province of the Normal School to provide, and I would earnestly recommend all such to avail themselves of the advantages of special training for their work which the wisdom and liberality of our State offer to them in institutions established for this very purpose."

MAINE. *Twelfth Annual Report of the Superintendent of Common Schools.* Rev. Dr. Ballard in this report gives a full account of the State Normal School which is prospering, and recommends the establishment of Graded and High Schools, and the holding of Teacher's Institutes. The whole number of persons in the state between four and 21 years is 219,060. Number registered in summer schools 120,149; in winter schools 138,181; average attendance 72 per cent. in winter, and 77 per cent. in summer. There were only about half as many male teachers employed in 1865 as in 1864, but wages were advanced from $23 a month to $27.75, besides board. Amount of school money raised by taxation, $469,463.

MARYLAND. *First Report of Superintendent of Public Instruction.* Rev. L. Van Bokkelen, Superintendent of this State, has condensed in twenty-six pages many valuable facts and suggestions relating to the school system. He gives an account of the organization of the State Normal School; recommends additional provisions for the erection and furnishing of school-houses, and the laying of a state school tax of two mills on a dollar. He advocates the education of the colored children as well as white. The number of school age is as follows: white population between five and twenty years, 182,205; colored population of the same age, 66,014; total, 248,219. The amount of State School Tax for 1865, was $117,798.

Appended to this report are fifty pages containing a circular, letters of the Superintendent and replies to the same by the Presidents of the School Boards of the different counties. These replies or reports contain many facts of interest relating to the schools of Maryland. The Superintendent has also issued a neat pamphlet of 45 pages, containing by laws for school commissioners, rules and regulations for teachers, and forms and instructions for the guidance of school officers.

MINNESOTA. *Annual Report of Superintendent of Public Instruction.* From this report of Hon. D. Blakeley, we learn that there are

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87,244 persons in the state, between the ages of five and twenty-one, and 50,564 in attendance in public schools. The average daily attendance last year was 32,259, or thirty-seven per cent of the enumeration. Twenty-two counties have county superintendents. "The over-shadowing want of the schools" is a supply of qualified teachers. The Superintendent speaks in strong terms of the value of the Normal School and recommends liberal appropriations for it. Appended to the Superintendent's report is the report of Dr. Ford, President of the State Normal Board, and the report of Prof. Wm. F. Phelps, its principal. These reports represent the school in a prosperous condition.

New Hampshire. *Nineteenth Annual Report of Common Schools.* The Board of Education of this State through their secretary, Hon. Charles A. Downs, present this report which recommends a digest of school laws, a more efficient supervision of the schools, provisions for the adequate qualification of teachers, an appropriation for the purchase of globes, maps, and other apparatus, and more attention to physical education. Appended to the secretary's report are the reports of the county commissioners. These contain many facts of interest and recommendations of improvements in common schools. Among these we notice with pleasure the report of Rev. William L. Gaylord commissioner for Cheshire county, formerly a successful teacher in this State. We had the pleasure of attending an institute last year conducted by him, which was full of interest and instructive to teachers and others.

New Jersey. *Eleventh Annual Report of the State Normal School.* This document includes the report of the Trustees, of the Treasurer, and of the Principal, John S. Hart, LL. D., also an address delivered before the Legislature of New Jersey Jan. 10, 1866, by the principal of the Normal School. The number in attendance in the Normal School for the term ending Feb. 2, 1865, was eighty-one, of whom seven were males, and seventy-four were females. The number in attendance last term, sixty-seven, and the same number were in attendance when the report was made out. There have been several changes in teachers, Dr. Webb and Prof. Pierce have resigned and their places have been filled by Prof. Lippincott, late of Scranton, Pa., and Mr. Apgar a former graduate of the school. Arrangements have been made for a boarding department by which the price of board has been considerably reduced. Some changes have been made in the arrangements for the model and practice schools, by which the teachers in practice are taken from the study classes with-

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out interfering with their recitations, and they take charge of a class in a particular study for about forty-five minutes a day; almost precisely the plan of the Conn. Normal and Model Schools. Prof. Hart's address contains many important arguments well fortified with statistics.

LOCAL AND PERSONAL.

MERIDEN. Gov. Buckingham and Prof. Gilman addressed a large meeting of the citizens of this place in the town hall, on the evening of March 2d. They advocated the consolidation of districts and a thorough system of graded schools. The addresses were listened to with much interest.

HARTFORD. Prof. Louis Bail of Yale College gave a lecture in Hartford on March 7th, on Ornamentation and the Fine Arts, with especial reference to the ornamental arts in building. He pointed out the incongruities and lack of taste exhibited in some large and expensive buildings, and showed how the faults might be corrected by the cultivation of a proper taste for the beautiful. He recommended that elementary drawing should be taught in our common schools.

WINSTED. Mr. John F. Peck, principal of the graded school in West Winsted, retires from the school to enter into business. Mr. Peck has done a good work in organizing and classifying this school.

MISS. HARRIET N. MARSHALL, assistant teacher in the State Normal School, has been appointed preceptress of the Elmira Female Academy at Elmira, N. Y., with a salary of $700 a year, and has accepted. In this change, Connecticut loses one of her most accomplished teachers. Miss Marshall will be remembered with esteem and affection by a large number of pupils who have been guided by her teachings and example.

C. HOLCOMBE, A. M., Professor of Mathematics in the Conn. Normal School, has been appointed principal of the Washington Avenue public school, Brooklyn, N. Y., at a salary of $2,000, and has entered upon his duties in that position. Prof. Holcombe is a thorough teacher of Mathematics, and his happy methods of explanation will be of important service in the school to which he has gone.

DAVID N. CAMP, Principal of the Normal School, has resigned, and has made arrangements to go to Europe in hopes of improving his health, and if able, to visit some of the educational institutions of Great Britain and the Continent.

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Miss Susan M. Martyn, Principal of the Grammar Department of the Model School, New Britain, has resigned and leaves at the close of the present term. Miss Martyn has been very successful in the administration of the affairs of this school, and she will long be remembered by the many friends who have known her in Conn.

Miss Martha G. Lewis, teacher of the intermediate department of the model school, New Britain, has resigned to take charge of a school in Ohio. She will carry with her the best wishes of many children who have received her kind and faithful instructions, and of a large circle of friends who have appreciated her work in this place.

☞ The article in the March No. entitled, "Teaching a Gift," should have been credited to our regular contributor, C. P. O.

National Teachers' Association. The next annual meeting of the National Teachers' Association will be held at Indianapolis, in the State of Indiana, commencing on the 15th of August. Full programmes will be published in due time.

J. P. Wickersham, *President.*

Normal School. The next term of the Normal School will commence Tuesday, April 17th.

PERIODICALS.

Atlantic Monthly. The Atlantic for April is an excellent number. It has articles by several American writers. Dr. Johns and Griffith Gaunt are continued, and also extracts from Hawthorne's Note Book. Mrs. Stowe discourses humorously and with sense on dress; Mr. Trowbridge furnishes a foreign story. Longfellow, Holmes and Leland have each a poem and there are other interesting articles.

Our Young Folks. The April number of this illustrated periodical is received. It has the usual variety of good articles. The first entitled the Four Seasons presents in a happy manner important facts concerning buds and early spring flowers. Most of the articles are designed to teach an important truth as well as interest the reader.

Every Saturday. This weekly literary magazine increases in interest. It furnishes at short intervals choice reading selected with care from foreign current literature. The Atlantic Monthly, Our Young Folks and Every Saturday, are all published by Ticknor & Fields, Boston.

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BOOK NOTICES.

ELEMENTS OF INTELLECTUAL PHILOSOPHY, by Rev. Joseph Alden, D. D., LL. D. New York: D. Appleton & Co. pp. 292.

The object of this book is not to present a new system of philosophy or give an exhaustive discussion of topics usually considered in studying mental philosophy. It is designed rather to lead the student to observe the operations of the mind, determine what they are and what are their relations. The work is confined principally to the treatment of topics relating to the cognitive faculties, but more is included under this head than is common. The style is clear and concise, and the work will, we believe, be read with interest by teachers and students.

THE TENTH AND TWELFTH BOOKS OF THE INSTITUTIONS OF QUINTILIAN, WITH EXPLANATORY NOTES, by Henry S. Frieze, Prof. of Latin in the University of Michigan. New York: D. Appleton & Co. pp. 175.

This volume is well printed, has copious notes and is designed to convey "knowledge which has a direct bearing on professional life," while affording an opportunity of attaining a higher scholarship in the Latin language.

CLASS-BOOK IN BOTANY; LEAVES AND FLOWERS OR OBJECT-LESSONS IN BOTANY, By Alphonso Wood, A. M. New York: A. S. Barnes & Co.

Wood's Botanies have been so extensively introduced that their peculiar merits are well understood. The Class-Book has been improved in successive editions by extending the limits of Native Flora. The "Object Lessons," is well suited for the use of classes in elementary and common schools.

LIPPINCOTT'S PRONOUNCING GAZETTEER OF THE WORLD, edited by J. Thomas, M. D., and T. Baldwin. Philadelphia: J. B. Lippincott & Co.

A new edition of this valuable work has just been published. It contains a large number of additional names and descriptions of towns and other places or objects. As a work of reference or study, it is an encyclopedia of geography and national history. It should be placed by the side of Webter's Dictionary in every school in the state.

THE NEW WEBSTER A NEW WORK.—We did not, at first, comprehend how entirely a new work this is, as compared with even the last preceding edition; and how important had been the etymological revision which it has received, making it, for substance, a re-written volume, with all that was admirable and superior in the previous contributions of a generation to its pages, preserved and augmented by a thorough concentration upon it of the best skill and widest research of the present. As it stands,—in its etymologies, in its definitions,—its synonyms, and its (real) illustrations, it is far in advance of any other manual which offers itself to the aid of the student of the multifarious wealth of the composite English tongue.

It is not a sectarian dictionary. We do most sincerely believe that all sects will find their especial phrases of faith more exactly and fairly and fully given in Webster than in any or all others put together.—*Boston Congregationalist.*

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PROCEEDINGS AND LECTURES OF THE FIFTH ANNUAL MEETING OF NATIONAL TEACHERS' ASSOCIATION. This is a neatly printed pamphlet of more than one hundred pages, containing in addition to the proceedings, addresses by the president, Prof. Green of Brown University, Prof. Edwards, president of the Normal University, Ill., Prof. Wickersham, principal of the Normal School at Millersville, Pa., Prof. Rickoff of Cincinnati, and the report on Object Teaching presented by Prof. Green. It contains much matter of interest to any progressive teacher or educator. It is sent to all members of the association. Additional copies may be obtained of James Cruikshanks, LL. D., Albany, N. Y., price *fifty cents each.*

ILLUSTRATIVE DESCRIPTIVE CATALOGUE OF PUBLICATIONS OF A. S. BARNES & Co., New York.

This is a neatly printed pamphlet of one hundred pages giving a description of the School Books and Library books published by this firm. Among the standard school books described are to be found the National series of Readers and Spellers by Parker and Watson; Montieth's and McNally's Geographies, Davies, and Church's Mathematics, Clark's Grammars, Wood's Botanies, Willard's and other histories, and various other books in almost every department. The School Teacher's Library of twenty volumes contains some invaluable books for the teacher, while the other library books and books of reference include many excellent works, described under their appropriate heads.

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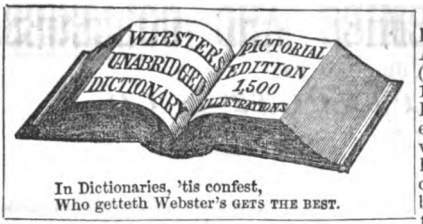

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The Connecticut

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UNDER THE DIRECTION OF THE

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Vol. XXI., MAY, 1866.

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THE

Connecticut Common School Journal

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, MAY, 1866. No. 5.

CULTIVATION OF TASTE.

BY PROF. LOUIS BAIL, YALE COLLEGE.

THE immense sums of money continually expended in our cities in building, and the general absence of architectural taste displayed by builders, form a deplorable and disproportionate contrast; in proof of this, you have only to visit our crowded business marts, or those portions of our cities devoted to private aristocratic dwellings; the eye is continually pained by the sight of immense piles of stone, stucco or of———

"bricks,
Where all the orders in disorder mix."

Heavy window-dressings and balconies, resting on———— nothing; porticoes that look as if borrowed from neighbors' dwellings, and placed against other walls as a temporary convenience; Egyptian cornices frowning over Corinthian capitals, crowning a Doric column, the whole shading a row of painted Gothic windows; with every conceivable and inconceivable inharmonious combination, that can arise from ignorance of true architectural taste. There is not

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sufficient unity in the form and decorations of our buildings; to the cultivated eye, the parts of such a building form as disproportionate a contrast as would a female figure arrayed in a Parisian bonnet, flowing with snow-drops and violets, a cashmere shawl, with seal skin Esquimaux small clothes, and moccasins.

With the immense expenditure of money upon both public edifices and private dwellings, an expenditure at present unequaled by any other nation, this surely ought not to be; our buildings should be as pre-eminent in architectural beauty, as they are in luxurious magnificence, and as are our steamboats, yachts and pilot boats, in symmetry of form, and adaptation of purpose.

It can not be believed that there is in America a scarcity of good architects, and we are compelled to conclude that this deformity in building arises from the ignorance and indifference of business men to fine arts and to those principles upon which alone true symmetry and beauty in building are produced. Never was a greater mistake made by men of business, than this continued tendency to shut themselves away from interest in the fine arts, and from intercourse with those who have a practical and scientific knowledge of them.

The perception of beauty is one of the high privileges of the human mind; it is the language of the eye, and, like speech, distinguishes man from the animal.

The operation of the mind whereby the judgment comprehends, compares, and finally adopts impressions of approvals or dislike, is expressed by the term, taste: within its range is included an estimation of the moral and physical qualities of objects,—its decisions give intelligence to the senses, and zest to the feelings; thus are individual habits and pursuits formed; and implied in one sentence, the taste is the man.

Ornamental taste is excited and gratified by contemplation of the beautiful, and exists independently of higher aspirations, for that which presents to the senses harmony of arrangement, and fitness of purpose, whether it refers to the

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beautiful in nature, or the productions of human ingenuity, is alike an object of interest to the refinement induced by a good system of education, and is singled out, as assimilating with the impressions of a highly cultivated imagination.

The elements of taste are portions of a common inheritance; simple in themselves, they are capable of that infinite variety of combination with stronger powers of mind, which, combined, exhibit degrees of this faculty remarkably diverse. The informed perception and tastes to a certain extent attend each other; at this point commences the light and shade of opinion, and character,—the similarities that unite, or the antipathies that repel.

It is evident that taste is most successfully cultivated where the perceptive faculties are earliest directed to examples and models upon which a good taste may be founded. It is also evident the taste may be soon perverted by bad examples and models.

Examples of art and practical lessons concerning these examples are the best means of the development of the perceptions towards the attainment of the ornamental arts, and are subjects of great interest to all concerned in the advance of these arts.

We can never be correct in any study till we are well grounded in its elements; when we are incorrect in these we must fail in our after deductions. Examples of art, to produce a general effect upon the masses, must be accompanied by sound elementary instruction; especially must he who desires to apply these arts to useful and ornamental purposes receive these instructions. The purity and susceptibility of the earlier stages of perception, before taste has become vitiated by bad examples in art, justly demand at our hands the highest impressions of truth and beauty.

The foundation for the cultivation of taste should be laid in our common schools by suitable elementary instruction in drawing.

I believe the day is not far distant when a school of design will be established in this State; but great results can not be expected from such an Institution until the pupils

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receive the first elements of drawing in all our common schools and in this way prepare the material for a school of design. My own experience as a teacher enables me to bear testimony that the capacity and talents of the people in this State warrant the establishment of a school of design here.

Though sadly perverted and misapprehended, drawing is now universally considered an essential part of a good education, some knowledge of which is sought by every person laying claim to good taste; it is of great value as a means of refinement and culture; also as an aid to pleasure and happiness.

A knowledge of drawing, and especially of the rules of perspective, forms an intelligent and correct observer of nature. The ability to sketch from nature affords very great happiness. It is a great advantage to the traveller,—preserving fresh, scenes that would otherwise grow dim in the lapse of time; and no psychological work will give such ready and correct knowledge of human character, such power of reading the soul at a glance, as is obtained by the artistic study of the human head and face.

Parents are much to blame for the defects in our drawing system. They seem unwilling to wait for results as in other studies. It is deeply to be regretted, that people do not bring the same amount of common sense to bear upon this department of culture, that they do upon every other. You wisely mistrust any system that promises great results with little labor in any other department of knowledge. I believe there is no study that has primarily been placed in the hands of such an unmitigated set of bunglers as drawing. An unbroken and untrodden field would be easier for the true teacher than he usually finds.

Ornament is the pleasing and proper embellishment of surface, and is susceptible of adding much grace, beauty and delicacy to the object adorned. And let us not scorn ornament as a valueless thing; taking an example from God's created objects, we find outward adornment every where; this principle is founded in a universal law of nature, where nothing is bare and blank, but all is infinitely varied

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with ornaments indicative of character. God seems to delight in making the outer world in its minutest parts beautiful to our eyes—and the microscope reveals numberless beauties hidden from our unaided vision. Cowper says:

> "Not a flower
> But shows some touch in freckle, streak, or stain,
> Of his unrivaled pencil."

The simplest form of embellishment is the spot, or point; delicately distributed or clustered in brilliant groups, it is the most simple mode of embellishment; it gives lustre to the eye, beautifies the fish that glides beneath the silver wave, diversifies the fur of the leopard tribe, and the wing of the pheasant, and many other of feathered creation; gives variety even to the creeping reptile, and tiny insect; the eggs of birds, the seeds of plants; and different kinds of marble are decorated in this simple manner; many kinds of flowers, wood and leaves are ornamented in the same way. The stars twinkling in a clear field of blue, afford a striking illustration of the beauty produced by the use of the dot.

The line occurs next in the order of definitions, though it undoubtedly occupies the first place in ornamental arrangements of every kind. The straight line is more properly the line of structure than of ornament; the far-off horizon at sunrise and sunset is a fine illustration of the beauty of this line; before day dawn all nature lies in quiet shade, but at that moment she starts from her repose, awakened by a streak of light; so on, another and another follow; lines rise and diverge till day is ushered in. The Aurora is a similar illustration.

Lines of a varied or curvilinear character are essentially those of beauty. This line predominates wherever grace or beauty exists. The rainbow is the most splendid illustration of the grace of a simple curve.

Form is itself ornamental, if ease, dignity and elegance are secured, but when in addition to this, the surface is most appropriately embellished with ornamental designs, it will approach nearest to perfection. To obtain both these excellencies we must study and apply the curve line.

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The action of the wind upon the clouds and waves produces remarkable examples of the power of lines to express character. The most agreable objects in nature or art derive their beauty from some peculiarity of the curve line in their formation. Indeed the existence of this line seems to endow an object with grace. The artist and the designer behold every where in nature, on earth, in sea, or floating in the sky, models for study. If he designs an awkward or ungraceful thing, he shuts his eye upon the teachings of nature which are ever spread out before him and drawn in lines so plain "that he who sees may read." Out of a few simple elements the artist works wondrous combinations in the field of art. He takes his first lesson from the globe; which, as it possesses immutable proportions, represents truth. In this he must also be immutable and unchanging. Every object must be just as it appears to be. He takes his second from the pyramid, which represents strength; it stands firm and immovable amid the storms of the desert—yet it is susceptible of change without loss of strength; last, from the ellipseoid, the example of grace. While the true artist never sacrifices truth to beauty, he makes the very best use of the material he has to work upon. While he never yields strength to grace—he clothes the angular frame with the soft flowing lines of beauty. So works he, that out of sameness comes variety,—out of plainness, beauty.

For the Common School Journal.

KNOW YOUR SCHOLARS.

Every young person, entering upon the labors of a school-room, has very indistinct ideas of the duties he is called t perform. Perhaps every such one has a crude theory, floating shapeless in the brain-world, which he expects to reduce to practice. He hears constantly of the difficulty of government, and the necessity of firmness and self-command: and there rises before him, in visions of anticipation, some obstinate pupil, resisting his mild sway, and infusing rebellion in

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the heart of the school. He—the teacher—summons all his strength, and calmly stands, a monument of self-possession, pronounces sentence upon the unlucky offender, and subdues his entire charge by one awful glance. So that matter is disposed of, and the good ship government sails in calm seas again.

Now any one who has worked in a school-room knows that this is all nonsense. So far as my own observation goes there is very seldom a severe case of discipline:—an instance of willful resistance, or prolonged obstinacy, and these cases which can be severely dealt with, are most easily managed of all. It is the repeated thoughtlessness, the indolent, restless, or fun-loving propensity, that is constantly presenting trial and perplexity before the teacher. There is real satisfaction in conquering a "hard case;" but there is tormenting worry and weariness in the thousand petty annoyances, which occur every day in a school-room, and which a young, and sometimes an old teacher, often finds it hard to meet, and do away.

Here was my trouble in my first year of teaching. Mary would giggle, Julia would fuss, Jimmie would do things to make the boys laugh; and many of these things would be done in such a way as to avoid an actual infringement on any school regulation. Knowing nothing of my scholars except what I had seen in school, I was puzzled how to take hold of things, yet felt that they must be checked immediately. I decided to punish severely every thing that could in any way be interpreted as disobedience, and thus take in many offences which had hitherto called forth only slight reproof, and were becoming great annoyances, and hindering the smooth working of the school.

With this resolution, I entered the school-room one bright Monday morning. Monday is always a hard day in school. As a bright little fellow said to me once: "We just get a going by Friday, and then Saturday and Sunday push us off the track again." The morning passed off very well, but in the afternoon I caught Martha C. in the act of whispering. It was not her first offence of that nature, and being

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a direct infringement of a school rule, I felt that it must not be passed by; I would make her an example, both for her own punishment, and to save further trouble.

Of the child I knew next to nothing. She had not been a very regular attendant at school, and the soiled slip of paper she brought me occasionally, with the words: "Please excuse Martha for absence yesterday," gave little insight of her nature or life.

Still I hesitated what course to take. I looked at the child. She was about eleven years old, and rather above common height. A white face; pale eyes that always looked fixed and dead; a kind of drooping, quivering mouth; thin, nervous hands. These were all I saw. I spoke to her suddenly.

"Were you whispering, Martha?"

"Yes ma'am."

"Don't you know that whispering is forbidden?"

"Yes ma'am."

"You may go up stairs to Mr. D."

The child looked round wildly; then giving a nervous start she left the room, and I continued the recitations. Already I saw the effect of my severity. The scholars looked in my face, but it answered them nothing. The room became still, and bright faces assumed a subdued expression. I thought it promised well, but it pained me. I had been in the habit of dealing with trifling offences myself, and only sending the most serious ones to the principal, and I knew the offender must suffer—perhaps was already suffering. My feelings were very acute, and now and then I listened. All was still. No dull sound of blows was heard—no wailing cry.

An hour passed. How quiet my room seemed. I was glad to hear the primary scholars in the yard, and send mine to join them. Martha had not returned. I began to make inquiries for her, and what was my surprise and indignation when I learned that she had not been to the principal at all, and was nowhere to be found. Search was made and she was discovered in an ante-room in another part of the building.

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They led her to me, and I felt no sympathy for her fright, but I did not lose my temper.

"Why did not you go up stairs, Martha?" I asked.

"I did ma'am," she answered: not coolly, not deliberately, for every nerve was strained and quivering.

"You have added untruth to disobedience," said I, "and it will be the worse for you. I shall myself go with you to Mr. D., as you can not be trusted alone, and tell him your double fault."

As I arose, she broke into a wild, impetuous pleading.

"Don't send me up stairs. I am sick. I can't be whipped. Oh, I'll niver do it again; indade I niver will. I'll be a good child, I will; only don't send me up the stairs, don't; it will kill me. I shall die; oh, I am so sick. Just try me this once, and see how good I will be!"

And by these words I first knew that Martha was an Irish child. Her entreaties were unheeded. I took her hand firmly in mine, and led her up stairs. She walked reluctantly at my side, still pleading, till we had reached the second landing; then screaming "O my heart!" she fell heavily across my arm. I lifted and carried her—a dead weight—up the remaining stairs, and placing her in the arms of a sister teacher, I ran for restoratives. We dashed water in her face, and poured it down her neck and back. It was as if she had been stone. There she lay, cold and senseless; her head drooping, her jaw fallen, her pale eyes fixed and glassy, her fluttering heart *so still.* We chafed her cold hands, but it gave them no warmth. Would she never revive? We sent for hartshorn, but it was a long time before she was restored by its application. Then she started suddenly. Her first glance fell on Mr. D., and she screamed. He spoke kindly to her. "No one shall hurt you, Martha." She looked at me as much as to say, "You have not told him yet." Then as she seemed excited by his presence, I carried her back to my room. She was lying passive in my arms, when I heard an eager voice, and a large, muscular woman came in. I needed no one to tell me who she was. There was all *the mother* in her voice.

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"Where is my Martha; my child, my own little Martha?"

I answered her quietly, and one of my scholars gave her a chair by me.

"Spake to me, Martha, my poor, dear child! Were you hurt, Martha? Did the misthress be hard wi' ye? O, my poor child! Spake one word to your mother!"

Then she turned to me:

"They came to me—that boy, and the one yonder—and said the master was about to whip my girl, and she *died*; and I left the house and my clothes in the tub, and niver stopped running till I came inside this."

I told her briefly the story; neither attempting to justify the child or myself. I felt bitterly that both were wrong, but she least so. I had heard how "unreasonable" the Irish were, and expected vehement reproaches. I think I could have borne them better than what I did get, for she said:

"Indade you did quite right, Miss, and Martha was a bad child and deserved it all; but if ye's had known about her, perhaps ye would not have sent her to the master. You see she had the scarlet fever, four years ago, and she has niver been the same since. She ates nothin' at all for breakfast, and only a bite at other times. You might have noticed her to be a bit dafe, and she does not remember anything just rightly, and she always has that absent kind of a look, and starts as if she was away off when ye spake her name, and at times her heart beats and flutters like it was bigger nor the place that holds it, and the doctor says she has it bad, and must hear only soft words, or a fright will be the end of her. But I forget the same meself now and then, and only last wake, she broke the glass, and I said at dinner the father would be sure to whip her, and when she heard his step, she was just like dead, and she with the spoon in her mouth, so sudden like. Then she was sick with the heart of her for two days, and the father said it wouldn't be him as would ever strike her another blow, for she is indade a good child mostly. See she is asleep now, but for fear of the heart I'd be afther takin' her home wi' me till I finish the wash."

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So she took the child in her stout arms and left me. I did not see Martha for a week afterward. She was "sick with the heart of her" again. Poor thing! She came back to school a trifle paler and thinner, and the little she had learned —for she was a dull scholar—was forgotten. I did not mention the punishment again, and it may have seemed like a fearful dream to her. I hope she did not think it real. She left me soon after when the Catholic school was established, but when I met her she always gave a glad start, and smiled up into my face, as if I had not sinned against her.

I knew where the wrong was. It was in not studying the physical, as well as mental capacities of my pupils. I ought to have heard that honest Irish mother's story long before, and dealt gently with her frail child, instead of choosing her to suffer as an example for the school. As for the punishment of her own fault, it might easily have been managed some other way. She was not willfully disobedient, or naughty, and who knows but by better knowledge, she might have been taught a lesson which should counteract many an evil influence in her after life.

My second school was composed of scholars with whom I had been familiar from their infancy, and I hope I did them no wrong; but were I to enter another school of strangers, I would endeavor to be personally acquainted with the homes and friends of my pupils: to know their habits and peculiarities, their physical temperaments and powers; so to deal rightly with them, that I may never again hear the reproachful words, "*If you had only known!*" with reference to what it is not only my privilege, but bounden duty to know.

Children are not like marbles: all rounded and smoothed in one mould. Each one has its peculiar trait and besetment. We can not have a fixed method for all. The skillful physician does not treat fever and rheumatism alike because both are disease. No more can we deal alike with different dispositions and tempers because all are faulty. Nourishment for one is poison for another. But each has his vulnerable point. In one way or another you may find access to every heart, and gain an influence which shall ren-

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der control easy and pleasant. Study these ways and means. Enter in at the door; for he that "climbeth up some some other way, the same is a thief and a robber." God save him from being a murderer too. BEULAH B.

March 28th, 1866.

PHONIC READING.

SECOND STEP.

THE words to which the children are introduced in this step are arranged in the following classes: 1st. Silent letters: 2d. Long sounds of the vowels, together with a few words, which are to be learned at sight, containing different sounds of the vowels; 3d. The sounds of *k*, *q*, and the two sounds of *c* and *s*; 4th. Two initial consonants; 5th. Two terminal consonants; 6th. Three initial consonants; 7th. Silent initial consonants; 8th. Central silent consonants; 9th. Terminal silent consonants; 10th. Central silent vowels; 11th. Terminal silent *e*; 12th. Terminal silent *ue*.

At the commencement of the second year the children may be introduced to reading books, such as are ordinarily used in this grade, and the subject-matter of the second and third steps is treated as a spelling-lesson.

1*st*. *Silent Letters.*—Let the teacher write upon the board a number of words containing silent letters, such as *bill*, *fill*, *hill*, *dick*, *stick*, *high*, *sigh*, etc. Let the children spell the word *bill* by sound several times, and let them give each sound separately. Ask, "How many sounds are there in this word?" "How many letters?" and lead them to say that it has four letters, and but three sounds. Ask the children, "What can you say about one of these letters?" and they will say, "It has no sound." Let them point out the letter that has no sound. The teacher may then tell them that those letters in a word which are not sounded, are called *silent letters*.

Exercise the class thoroughly on the term *silent*. Proceed in the same way with at least one of each of the class of

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words upon the board. Let the children cross out all the silent letters in each.

In a similar manner let several lessons be given, the teacher calling upon the class to give words with silent letters, which they may have had in their reading lessons, or names of common things with which they are familiar and can spell readily. In all cases, the child giving the word should spell it, the teacher printing it upon the board, and then calling upon the class to spell it in concert. At the close of the lesson the work must be erased from the board and the class required to reproduce it upon their slates, and this should be done with all Second and Third Step lessons.

2*d*. *Long vowel sounds.*—Let the teacher write the word *mad* upon the board. Let the children spell it by sound, and give each sound separately, dwelling particularly on the vowel sound, the teacher calling for the first sound in the word, the second, etc., thus avoiding the term *vowel*, which should not be used with the children. To the right of it write *made*, and treat it in the same way. Let them give the two vowel sounds separately several times. Ask, "What difference do you observe in these two sounds?" and they will say, "one sounds longer than the other." "What name then shall we give to these sounds?" The children will probably say, "long and short," but if they do not, the teacher may give the terms. The class may then be called upon to give numerous examples of words containing these sounds, the children spelling the words and the teacher printing them upon the board. Proceed in a similar manner with each of the other vowels. One vowel will be sufficient for a lesson.

In all of these exercises the teacher should prepare a list of words suitable to the children, which she can suggest in case they fail to furnish the required number of examples. A word should never be told a child until it has been first suggested, and the idea properly developed. One of the most important of Pestalozzian principles is, "Develop the idea; then give the term."

The children may at first be inclined to give non-significant

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words, but these should be rejected, and they should be encouraged to give only significant words.

After a sufficient number of words has been obtained and put upon the board, let the pupils go over the whole list, spell each word by sound and by letter, give the meaning of the words, and form statements containing each word. A little conversation may be had about such words as are particularly suggestive, but not so much as to lose sight of the object of the lesson.

In a similar manner all future lessons in this subject should be given.

3d. *Sounds of k and q.*—Place the letter *k* upon the board; give the sound, and ask the children if they have ever heard this sound before, and if they can find a letter upon the large card which has this sound. Suggest to the children a number of words commencing with this sound, as *cap*, *can*, *kill*, *kind*, etc., and place them upon the board in opposite columns. Let the class spell and pronounce the two lists, and give the sound of each, especially the first sound in each word. Ask what difference they observe in these words, and lead them by questions to see that they all commence with the same sound, but with different letters. Let them give a further list of words with *k*, as *hark*, *bark*, *sink*, *kick*, etc., and proceed as in previous lessons.

In a similar manner the letter *q* may be treated.

Hard and soft sounds of c.—The teacher may suggest to the class such words as *cedar*, *cell*, *cinder*, *cat*, *cut*, *cold*, etc. Place them upon the board, and let the pupils spell and pronounce each word, give each sound separately, and dwell particularly on the first sound. Lead them to compare these first sounds, by requiring them to give them in succession, and ask, "What difference do you observe in these sounds?" The class will perhaps say, that "one has a soft sound" and "the other a hard sound." If they do not, the teacher may now give the terms *hard* and *soft*. Lead them to see that the hard sound is like *k*, and the soft sound like *s*. Call on the children to give more examples, suggesting, if they fail to give them promptly, and proceed according to previous

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directions. The two sounds of *s*, *u* sounded as *w*, *n* as *ng*, and *y* as *i* long, may now be treated in the same way.

4th. Double initials.—Let the teacher suggest a few such words as *black*, *blanket*, *blind*, etc., by asking what we put over us at night that is made of wool; and what we say of a person who can not see, etc. The teacher prints the words, and causes the children to spell them by sound and by letter. Let them give the first sound in each word separately. (The two consonants *b* and *l* are sounded together.) Tell the class that the first sound in a word is called *initial* sound. Exercise them thoroughly on this term. The teacher may then ask, "How many letters form this sound?" "If two letters form this sound, what kind of an initial sound would you say it is?" If the pupils fail to say *double initial*, refer them to soldiers marching singly and two abreast, and obtain from them the term *double file*. They will then immediately give the term *double initial*. Then ask, "What letters form this double initial?" and place above the column on the board the words, "*Bl initial*," and require the children to give words commencing with this sound, and proceed as in previous lessons.

The double initial consonants are *bl*, *sc*, *sk*, *br*, *cl*, *cr*, *dr*, *dw*, *fl*, *fr*, *pl*, *pr*, *sl*, *sm*, *sn*, *sp*, *st*, *sw*, *tr*, *tw*, and *qu*. Examples,—*black*, *scum*, *skim*, *brick*, *clod*, *crib*, *drop*, *dwell*, *flock*, *frock*, *plum*, *press*, *slip*, *smell*, *snap*, *split*, *step*, *swing*, *tramp*, *twist*, *quill*.

The term *consonant* must not be given to the children, but they should be merely called double initial sounds.

One sound is sufficient for a lesson, and a long list of words should be obtained from the children under each head, and treated after the foregoing models.

5th. Two terminal consonants.—Suggest such words as *told*, *hold*, *gold*, etc., and direct the attention of the class to the last two sounds, and develop the term *double terminal* in the same way as the term *double initial*. The children exercised as before; lists made out, etc.

The double terminal consonants are *lb*, *ld*, *nd*, *ff*, *lf*, *ck*, *lk*, *nk*, *sk*. *ll*, *lm*, *sm*, *lp*, *mp*, *sp*, *ct*, *st*, *ft*, *ng*, *lt*. *nt*, *rl*, *ss*. and *rf*,

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Examples,—*Bulb, held, wind, cliff, self, brick, silk, ink, mask, drill, elm, prism, help, stamp, lisp, act, lost, drift, sling, melt, went, curl, muss, turf.*

6*th. Three initial consonants.*—These may be developed and treated in the same way as *two initial consonants.* They are *scr, spr, str, spl, squ.* Ex.—*Scrap, spry, string, splint, squint.*

7*th. Silent initial consonants.*—These may be developed in the same manner as silent letters, and the children will give the term *silent initial.* They are *g, h, k, p, w.* Ex.—*Gnat, herb, knife, psalm, whole, write.*

8*th. Central silent consonants.*—The term *central silent* may be drawn from the children in a manner similar to the other terms, by asking the children what they say of any thing that is in the middle. Words should first be suggested and put upon the board, and the lesson treated as the others. They are *b, c, d, g, h, gh, l, p, t, w,* and *s.* Ex.—*Debt, scene, scissors, lodge, handsome, sign, ghost, rhomb, isthmus, school, light, talk, calm, tempt, castle, pitch, sword, isle.*

9*th. The terminal silent consonants* are *b, k, gh,* and *h.* Ex.—*Lamb, wick, plough, Sarah.*

10*th.*—The *central silent vowels* are *e, i,* and *u.* Ex.—*Open, carriage, guilt.*

11*th.*—*Terminal silent e—ce, ble, cle, dle,* and *fle.* Ex.—*Nice, fable, uncle, handle, ruffle.*

12*th.*—The examples of *terminal silent ue* are *league, tongue, etc.*

The classification of sounds into those having *a tone,* and those having *no tone,* must be continued throughout this Step, as it prepares the way for the classification of sounds into tonics, subtonics, and atonics, which is done in the Third Step.—*Mich. Teacher.*

DOCTRINE OF THE TYPICAL FLOWER.

BY PROF. WOOD.

It is not possible to study the structure of the flower successfully; that is, to obtain any good understanding of that structure, without a constant reference of the design to the Designer. Let us therefore approach and view our theme

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in a divine light, as the creation of a Creator, the idea of a Deity. For, considered as a fortuitous result of chance, all the exquisite forms and marvelous adaptations of vegetable life become dreams and absurdities; but when considered as expressions of a divine idea, the flower, with all its splendor of adornment and its wondrous contrivances, stands forth as a most eloquent teacher of humanity.

Next to their beauty, one of the first things which excites admiration in viewing the world of flowers, is their variety. This seems to be infinite. In color, flowers vary to endless shades and hues; in form, to an extent which seems to the casual observer utter confusion; in size, to every conceivable degree from the microscopic to the monstrous; in season, also, in duration, in hardihood, texture, and perfume, they are also equally various. And yet, notwithstanding all this diversity, the flower is still a *flower*. There is discernible even in the extremest disguises, an ever-present principle or idea, whatever it be, which announces both to the learned and the unlearned, the presence of a flower. But what is that principle or idea? What is the one thing which in the flower remains constant, while everything else about it may be changed? In short, what is the original and completed idea, stripped of all its irregularities and disguises? This is the question which science asks and answers.

Stated in its true, that is, in its *sacred* import, the question is: "What was or is that prime conception which first existed in the infinite mind of God when He determined to create the flower—the idea which He now embodies in those glorious objects, and through them now offers to us for the instruction and elevation of our own minds?" That conception, although embodied in forms so various, is in itself perfectly simple and definite, containing the germs of a boundless diversity, and equally capable of harmonizing all extremes in itself. Such a conception *there is*, and it exists independent of any material embodiment, just as we may *now* affirm the existence of the Lily, while every plant of that kind lies dormant or dead under the frosty rigor of winter.

It is perfectly in order to search out this *beau ideal* of the

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floral structure, now called in scientific phrase, *the typical flower.* In that, *if attained*, we shall possess one of the thoughts of the Deity !—and it will be to us as a key wherewith to interpret the meaning of the strangest of the fantastic forms into which the flowers diverge. Without the knowledge of this type, any adequate understanding of the floral structure is impossible.

The first characteristic of the typical flower is thus stated. Four classes of organs, each class distinctly differing from the other three, and arranged circularly, constituting four concentric circles.

The second characteristic is thus announced. Let the number of organs constituting each of the four classes be the same in all. For example: If there be three sepals in the calyx, there should be three petals in the corolla, three stamens in the third circle, and three styles in the fourth or inner circle; or, if there be five pieces in the outer circle, there must be five in all.

The third characteristic of the typical flower is this: Let the several organs of each circle be alternate in position with the organs of the adjacent circles. In other words, the sepals must be alternate with (not opposite to) the petals; the petals must be alternate with the sepals, and with the stamens, and so on.

The fourth postulate is, that each and every organ of the type be free and distinct; that is, there must be no cohesions nor adhesions among them. The sepals must be *distinct* from each other and *free* from the petals, stamens, or styles; the petals must stand distinct from each other, and free from the sepals, stamens, etc.

The fifth and final. Let the several organs in each circle be similar and uniform in all respects; that is, similar in form, size, and position. The sepals must all be alike among themselves; the petals also, the stamens, and the styles. In consequence of this, the type is uniform on all sides, neither cramped nor oblique. In a word, it is *regular.*

The structure of the typical flower, as above described, will become still more apparent if epitomized as follows.

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1. It is a *quaternion*—having four sets of organs arranged in four concentric circles.

2. It is *symmetrical*—having the same number of organs in each circle.

3. It is *alternated*—having the several organs of each circle alternate in position with the adjacent organs.

4. It is *regular*—having the several members of any one of the circles, in all respects alike.

5. It is *absolute*—having each and every organ distinct and uncombined.

Such is the type, the completed flower; but we must search long before we find it *perfectly* illustrated in nature. Among a myriad of species, not one may be found exactly conformable; and still, not one shall be found without an evident *tendency* in that direction. Hence that infinite variety and that apparent independence of set forms which characterize the flowers and impart to them an interest which is ever new.

In conclusion, we add a few illustrations showing how the endless diversity in the floral world may be consistent with this unity of plan, and how the former results not from the violation of the latter, but from sportive modifications of it.

The genus Crassula (natives of Africa) gives us perfect examples of the type, having five sepals, five petals, five stamens, and five styles—all uniform, all distinct, all alternate. The Flax (*Linum*) approaches very near, deviating only in having the five styles united below into one ovary. The Tulip deviates a little further, having its three styles completely united, and a double quota (six) of stamens.

Again, there are flowers deficient in one or more of the four circles of organs. For example: Anemone has no corolla. The flowers of Ash have neither calyx nor corolla. Begonia develops a part of her flowers without stamens, and the rest without pistils. The flowers of Snowball have neither stamens nor pistils. Such deficiencies are very numerous. Some flowers develop a redundancy of organs. The Rose has its stamens increased to forty or fifty, in eight or ten cir-

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cles. The Lily has two circles of stamens. Magnolia has two or three circles of petals. Buttercups thus multiply both their stamens and pistils, always to some multiple of five, acknowledging always the law of circles.

Secondly. The flower may be deficient in only a part of some circle. Thus the Balm (Monarda) develops only two stamens of her five. She attempted, however, to develop the other three, as may be seen on inspection. The Larkspur produces only three or four of her quota of her petals; Aconite but two (the other three may be found by searching). Such exceptions only confirm the rule.

Thirdly. The flower may vary in its *radical number*, which we may suppose to be normally five. Thus in the Lily, three is the radical number (three sepals, three petals, three stamens, repeated, three pistils); in Syringa, four; in Berberry, six; and in Houseleek, twelve.

Fourthly. The flower may deviate from the *regularity* of the type, becoming oblique or one-sided, as seen in the Petunia but slightly, and in the Sages excessively.

Again, there are endless deviations in respect to cohesions and adhesions. Witness the Morning Glory, whose five petals are completely united, edge to edge, into a single funnel-shaped piece; the Pink, whose sepals are similarly conjoined; the Phlox, whose petals are partly united; the Tulip, whose three pistils are united into one; the Apple, in which the sepals are closely combined with the pistils. In short, the flowers are few in which some of these cohesions do not occur, often so far diguising the original type as to render its recognition a question of difficult solution. But, fortunately for the student, nature, in almost every instance, has left seams and marks to indicate the places of these abnormal unions.

Thus, in the briefest manner possible, we have glanced at the primeval type of the flowers, and alluded to the mazy dances of the floral tribes which cluster around her and follow closely in her train. We have seen how infinite diversity may be consistent with essential unity, and how a common principle may harmonize the widest apparent extremes.

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Henceforth, we have the key to unlock the mysteries of this beautiful science, and a simple standard into which we may reduce all the vagaries of the floral structure, and so judge of their nature and character.—*California Teacher.*

RESIDENT EDITOR'S DEPARTMENT.

THE JOURNAL. Impaired health and a desire to become better acquainted with the educational systems and institutions of other countries may cause us to be absent for a few months and to relinquish the immediate oversight of two or three numbers of the Journal. It will be left in good and experienced hands, and will be ably edited and regularly issued in our absence. Contributors will please send their communications as now, directed to the "Editor of the Common School Journal, New Britain." Teachers, School Visitors, and other friends of education are invited to furnish local items of general educational interest.

We have in the present number an excellent article from a former contributor whom we gladly welcome again to our pages. We also commend the article on "Cultivation of Taste and Ornamentation," by Prof. Bail, to the careful study of teachers and parents. We hope to see our common schools become nurseries for the cultivation of taste and a higher regard for true art.

NORMAL SCHOOL. THE LATE BOARD OF TRUSTEES. In taking leave of the Normal School, justice requires that we should bear our testimony to the fidelity of those who so long watched over the interests of this institution. The Board of Trustees for sixteen years had the Normal School under their care. Our official relations with some of the members of the Board extended over a period of more than fifteen years. These were years of trial, of change, but of importance to an institution just called into life, founded for a specific object, and yet to be conducted without any long-tried precedents or established principles to guide it.

The Board was composed of men representing different political parties, religious persuasions, and professional and business vocations. Yet their deliberations were harmonious, and their efforts for the success of the school and the advancement of the cause of popular education were united and constant. All the members of the Board had been connected with local boards of school visitors in the different

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counties, and all had been identified with the common schools of the State They were well acquainted with the wants of these schools, and understood how these wants were to be supplied. Nearly all had been members of both branches of the Legislature, and from their public and private relations had unusual opportunities of knowing the sentiment of the people of the State in relation to education. A committee consisting of two or three members of the Board visited the Normal School each term, examined the classes and methods of instruction, and once at least every year, the whole Board met at the school and devoted several days to an examination of its work. The faithful examinations, judicious criticisms, and the kind words of encouragement of different members of the Board, will long be remembered by all who have ever taught or studied in the Normal School. For their faithfulness, their wise counsel, and their continued efforts, they have been entitled to, and we believe have received, the gratitude of the true friends of the Normal School, and of all who desire the real advancement of the schools of the state.

The Normal School and the cause of education have also been much indebted to Gov. Buckingham for the constant support he has given them through the whole of his administration.

The State Board of Education, which now has charge of the Normal School, has signified its interest in the institution and its intention to re-organize it. We trust that this Board may receive the co-operation of the friends of education, and so plan for the school as shall increase its efficiency and make it still more a blessing to the common schools of the State.

Normal School for Freedmen. At the last annual meeting of the American Institute of Instruction, in New Haven, Mr. E. Bassett of Philadelphia spoke in behalf of the education of the Freedmen in the Southern States, and advocated that as soon as possible, teachers should be educated from his own race.

Mr. Bassett is himself a graduate of the Conn. Normal School, and the respect he has secured in his position as principal of the Collegiate Institute for colored youth, Philadelphia, is an argument in favor of the cause he advocated so eloquently at New Haven.

Mr. Mortimer Warren, formerly of New Britain, and for the past year superintendent of the schools for freedmen in New Orleans, has just organized a school in that city for the training of colored teachers. The school is for the present in one of the Grammar school buildings.

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It is composed of scholars (colored) selected from the higher departments of the city schools. The building occupied is convenient for the school at present. Blackboards and text-books have been secured, —the latter furnished by government, we think; but reference books and other accessories are much needed. Mr. Warren is a graduate of our State Normal School, an earnest Christian teacher who has been very successful in this state, and he will, we believe, succeed in his present benevolent enterprise. He is enthusiastic and hopeful in it, and we trust he may have an opportunity to develop his plans and accomplish the work he has undertaken.

REPORTS.

Twenty-first Annual Report of the Board of Trustees of the Public Schools of the City of Washington. This pamphlet contains the report of the Special Committee on Annual Report, with reports of the Committees on Text-books, Teachers' Institute, Examination of Teachers, Vocal Music, &c.

The whole number of pupils enrolled during the year was 5,883. The number on the register January 1st, 1866, was 4,139. There are 8 Grammar Schools, 8 Intermediate Schools, 28 Secondary Schools, and 28 Primary Schools; aggregate, 72 schools with 72 teachers. The average daily attendance was 48 to each school, or 3,456 in all the schools. The course of study for the Grammar Schools includes some branches usually pursued in High Schools, such as Ancient Geography, Astronomy, Geometry, Algebra, and Mental Philosophy. A copy of Webster's Unabridged Dictionary has been placed in each Grammar School.

PENNSYLVANIA. *Report of the Superintendent of Common Schools.* We have received from Hon. Chas. R. Coburn, State Superintendent of Penn., his report for 1865.

From this report, we learn that aside from the city and county of Philadelphia, there were in 1865, 1,837 school districts, with 12,548 schools, and 629,587 pupils in attendance. The average attendance was a little less than sixty-three per cent., and the average length of school term five months and fourteen days. The average cost of each pupil per month, including all expenses, was sixty-eight cents. Whole number of teachers, 14,286; average salary of male teachers per month, $31.82; of female teachers, $24.21.

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In the city and county of Philadelphia, there were two High Schools, sixty-one Grammar Schools, seventy Secondary Schools, one hundred and ninety Primary Schools, and fifty-three classified schools, or an aggregate of three hundred seventy-six free schools, in which there were employed 84 male teachers and 1,194 female teachers.

Three of the twelve Normal School Districts into which the State is now divided are now supplied with Normal Schools. These schools are all prosperous. The county superintendents frequently allude to the benefits already derived from them.

WISCONSIN. *Seventeenth Annual Report of the Superintendent of Public Instruction*, by Hon. John G. McMynn. We published a portion of the statistics found in this report in the last number of the Journal. School-houses are improving, but much money is wasted by building without any suitable plan. Some of the school-houses are well provided with maps, charts, pictures, school apparatus, and in some instances the aisles are carpeted. The Superintendent recommends the founding of a State Industrial University, and suggests the plan recommended by Prof. John A. Porter of Yale Scientific School, New Haven.

LOCAL AND PERSONAL.

NORTH STONINGTON. There are residing in this town upwards of one hundred persons that have been or are now engaged in teaching. During the autumn months each year there are select schools maintained in different parts of the town, where many of our young men and misses are advanced to such a degree as to consider themselves qualified to teach.

Though North Stonington is well represented with teachers worthy the name, yet I am led to think if they had attended a Normal School the advantage to them and their success would have been greater. We are not able to retain our best teachers in our schools, for there is scarcely a district in town which is willing to give them a compensation which they readily command elsewhere.—*Extracts from Letter of S. A. Babcock, A. S. V.*

WATERBURY. YOUNG LADIES' COLLEGIATE INSTITUTE. The building for this institution is now completed, and it is among the finest for school purposes in the State.

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feet. The tower over the portico rises to the height of 71 feet. From this tower a fine view of the city and surrounding hills can be had.

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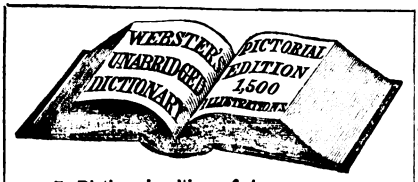

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The Connecticut

COMMON SCHOOL JOURNAL,

PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

DAVID N. CAMP, New Britain, Resident Editor.

Vol. XXI., JUNE, 1866.

NEW SERIES, VOL. XIII., No. 6.

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THE

Connecticut Common School Journal

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, JUNE, 1866. No. 6.

STATE NORMAL SCHOOL.

THE Connecticut State Normal School was organized in May, 1850. From that time to January, 1866, two thousand three hundred and four pupils were received. Every town in the State has been represented in the school. At the time of the latest statistics we have of all the older normal schools, (1863), Connecticut had educated in her Normal School more teachers in proportion than had been educated in the normal schools of any other State. For several years, more than one hundred teachers have left this institution annually, to teach in common schools. Two years ago, a careful investigation was made, and it was ascertained that about six hundred of the teachers then employed in common schools, or more than one-fourth of the whole number in the State, were from the Normal School. A large proportion of these were not graduates, but it has ever been the policy of the Trustees to provide a course of study and training which should benefit those who could remain but a term or two, before going out to teach. Many who never graduated have been teaching for years with eminent success.

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There are many very successful teachers in the State who have never entered a normal school, but these are among the strongest friends of such an institution. It is believed that the influence of the Normal School has been beneficial to the cause of education. Upon this point the testimony of school officers and others has been abundant. The following extracts are from the reports of school visitors, and are fair specimens of a large number which have been received, unsolicited.

"The Normal School of this State has tended, more than any other single cause, to advance the standard of Common School education in Connecticut, and your Board therefore take pleasure in recommending it to the continued confidence and support of our own community.

It is a school for the instruction of teachers; and its influence, in giving correct views on this whole subject, as well as in furnishing the best of instructors, is of incalculable benefit to the State."

"Generally, there is a manifest improvement going on in the qualifications of teachers, and a corresponding improvement in schools. Teaching is now done more thoroughly than formerly, and the State Normal School has done much, both directly and indirectly, in inculcating and disseminating the best modes of teaching. The few who have received instruction at that valuable institution, exert an influence on their fellow-teachers that may be compared to 'a little leaven that leaveneth the whole lump.'"

"The Normal School, the great center of the common school interests of Connecticut, has exerted a great influence in raising the standard of education among us."

"We are more and more persuaded that the Normal School is exerting an excellent influence on the teachers of the State."

"The Normal School is certainly working a change in our schools by furnishing more competent teachers, and the time will soon come that our best teachers will be from those who have been through a proper course of preparatory training."

Incompetent persons have sometimes been received into

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the school, and have afterward left to teach without the necessary preparation. But this was not the fault of the school. The Trustees have had no power to reject candidates not qualified, if they brought a certificate from the school visitors, or to prevent committees hiring such as left the school without proper preparation. The demand for teachers who had been educated at the Normal School has been far greater than the supply of suitable teachers, and strong inducements have been presented to persons whom the Faculty or Trustees would not have recommended to commence teaching at that time. We, of course, do not refer to a large class who have been connected with the school but a term or two, who have not needed the whole course, and who are now filling important places with honor to themselves and good to the schools which they teach.

An objection has sometimes been made against the school because so small a number of its students remain to graduate. When the school was organized it was stated by its guardians that but few of its pupils would probably go through the course, and experience has verified this prediction not only in this State, but in all Normal Schools which give diplomas only after the completion of a full course of three years. The Conn. Normal School has graduated as many in proportion to the number of students as any Normal School in the country with the same course of instruction. Notwithstanding the increased expense, the senior class of the present year has been larger than any senior class before for seven years, and larger in proportion to the whole school than any previous senior class. A large majority of its members have been connected with the school through the whole course of three years, excepting the last or graduating term. The average length of time for which the students remain connected with the school has been steadily increasing, and never before has been so great as for the last two years. Some of those who leave the school to teach before graduating return at a future time to pursue their studies. If some arrangements could be made by which the expense of board could be reduced, it is believed that many more

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could remain through the course, and larger numbers would gladly enter.

Another objection sometimes presented has been that the students did not teach after leaving the school. Charity would lead to the belief that this objection was made by those who were mis-informed. There have been 226 graduates, all but four of whom have taught. There were reported to the Legislature in 1862, twelve graduates all of whom had taught; twenty-six in the senior class, all have taught; fifty-six in the middle class, five of whom entered the army, of the remaining fifty-one, fifty have since been teaching. There were ninety-two in the junior class, six of whom entered the army, one died, fifty-nine are known to have taught, and many of the others, not heard from, may have done so. In 1863 eleven graduates were reported; all have since taught and all but two have taught the past year. There were thirty in the senior class, of whom twenty-nine have been teaching, and the remaining one has been teaching temporarily. In the middle class were forty-seven, of whom one is still in the school, two entered the army, and forty-one have been teaching. In 1864 there were nineteen graduates reported; all but one have taught. Some of the other classes are still connected with the school, but more than one hundred of those reported that year have since been teaching. Sickness, the death of friends, and other providential circumstances may prevent some from teaching, but a very large proportion of those who have been connected with the school have taught in the common schools of the State.

It is believed that the teachers who have graduated from the Normal School, or have remained connected with it long enough to become thoroughly acquainted with its methods, have been successful in teaching. The Committee on Education of the General Assembly, in 1863, were directed to inquire into the management and results of the school. After a prolonged examination of several days, they give the following as the results of this examination:

"Testimony has been received from members of Boards

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of Education, District Committees, Principals of large public schools, and others interested in educational pursuits, from every county in the State,—testimony which is confirmed by a careful investigation of all seeming opposition—that as a class, the graduates and undergraduates of our State Normal School are more sought for as teachers, pass better examinations, are stricter disciplinarians, are more thorough and systematic in teaching, waste less time in educational experiments, are more ready to improve by suggestions, have more laudable pride in their profession, show larger results, and give to school committees, parents and guardians, better satisfaction than teachers from other sources."

There are many districts in the State which for many years have depended upon this institution for teachers.

Graduates from the Normal School are also teaching with eminent success in other States.

One of the great benefits derived from Normal Schools is the influence which they exert upon the vocation of the teacher. The existence of a professional school for teachers supposes the existence of a profession of teaching. It is a recognition of the fact that there is a science of education, and that there are principles and methods to be studied. There are many excellent teachers who have never attended a Normal School, but who have by self-culture, diligent study and careful observation, become well-fitted for the positions which they occupy. There are others who to great natural aptness to teach have added high literary attainments, and have become eminently successful in the school and class room. The Normal School is only one of many instrumentalities which may be made to contribute to the improvement of common schools.

For the Common School Journal.

BOOKS.

Books are a permanent institution. Good books are priceless. They are better than government bonds, more valuable than gold, and more precious than the diadems

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that sparkle in royal crowns. Their pages are stamped with the image of Minerva, and they shine with the steady brilliancy of the soul that coined itself into thoughts that others might be made better, purer and nobler. All true books carry with them something of the interior life of the author. Hence it is that some books make us calm and quiet, others meditative and thoughtful, others poetic and aspiring, while others make us reverent and adoring. Books take their real value from the amount of life the author puts in them. When we take up an author whose life-thoughts mingle with our own and lead us still farther on in the path of true advancement, we feel that such an author is a true teacher. As our different faculties require food, so we require different authors or teachers in our successive stages of development. What we once needed we may soon leave behind, if we are true to our own selves. The books that once were of inestimable service, we may have made truly our own; then we feel the need of something higher. When we feel such a need springing up in the soul, if we are true seekers we shall find what we desire. We never feel that we have reached a condition in which we can rest satisfied. It is the soul pleading for its eternal birthright. It has endless capabilities and it will never cease its questionings. In this is to be seen the capacity of the child for education. As fast as the mind strengthens and develops, it will manifest its desires by spontaneous questions. When the question comes up naturally, there will be found a capacity to understand, and advancement will be sure. It should be the great aim of the teacher and of all books to awaken a desire for knowledge. When this desire shows itself in inquiry, then is the golden opportunity which can not be lost without much injury. He is a true teacher who can bring out such inquiries and then properly answer them. Books are valuable to young and old only as far as they awaken thought and promote inquiry. Hence it is that "books alone can never teach the use of books." They are suggestive, and never final. They prepare the way for another upward step which must be taken or nothing is

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gained. The book that is read and laid aside without permanently lifting us up is of no real value. Either the author put none of his soul-life into the book, or we were not in the proper mental condition to receive it. So of the teacher. If he puts none of his soul-life into the recitation, it will be a dull, monotonous round of question and answer with nothing permanently elevating in it. Books are but helps. They may be good and useful ones, but they should be suggestive of much more than they contain.

There are some teachers who always confine themselves strictly to the text-book and to the printed questions. Such fail in several respects to make thorough scholars and real thinkers. We see such scholars soon become accustomed to look upon the book as containing all they ever need to know, and very frequently they never know the book. The teacher is always seen with book in hand and eye on the book, and when the end of the lesson is reached and the last question read and formally answered, the class is dismissed as if the work was all done and well done if the questions were answered correctly. Such recitations are lifeless. No inquiries are awakened, no thought developed. Interest flags and school is not pleasant. I have seen little children answering great questions in geography about the earth, when they never once supposed that they ever saw the earth or any part of it. Is such a way of asking questions teaching? Is there not a better way? It would be better to look upon the book as a help, and not depend upon it as the only teacher. Definitions are to be learned, rules committed, lessons memorized, and examples worked; then when recitation comes, the work of the teacher commences. The first work is to find out what the pupil really knows and understands, then comes a still more vital part, that of testing the pupil's actual mastery of the lesson, which of course implies a thorough understanding of the principle involved and its relation to what has been previously learned. Here the book may be laid aside, familiar questions asked both by pupil and teacher for the purpose of finding out what is not well understood in order that it may be properly explained. Sometimes it

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may be benificial to lay aside the book entirely, take up the subject in a different manner from that given in the book, and test the ability of the pupil to depend upon his own knowledge and resources in answering questions, solving problems, and giving explanations.

Under this head it may not be inappropriate to say a few words on the subject of text-books. At the present time good books for schools are much more abundant than formerly, but the greatest trouble is a want of uniformity. Every practical teacher knows the value of good books and the benefits to be derived from a uniform standard. These benefits are not for the teacher alone. They affect parent and pupil more. The expense for books, particularly for those that are moving from place to place, would be materially lessened, while the pupil would be enabled to make better progress in his studies. It is earnestly hoped by many of our best teachers and the parents most interested in the cause of education, that the Board of Education for the State will take the subject of a uniformity of books into serious consideration, and, if found practicable, recommend a uniform series of books in all departments to be used throughout the State. T. K. P.

THE GERMAN METHOD OF TEACHING GEOGRAPHY.

The same contest which is going on in American schools respecting the relative value of the "Object Method," and that which has been in vogue from time immemorial, is in progress in the German schools, and with the growing conviction that this so-called new method (as old, by the way, as Aristotle) is the one which is best adapted to meet educational wants. In the application of this method to most studies, the Germans have not made greater progress than we, and it is to Switzerland that both countries must look to find examples of its most effective working. Yet in the science of geography, I think the Germans have worked out system of great excellence and applicability; and as a

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friend of my own is carefully studying this system, and is preparing a series of text-books based upon it, I can not do better, it may be, than to devote this letter to the subject.

I need hardly say that the great leader in this department of science, during the present century, is the distinguished professor in Berlin University, not many years dead, whose name has often been alluded to in this series of letters, Carl Ritter. Not that he has ever prepared a text-book, or series of text-books, on geography, for the use of the schools of Germany: and the volume published recently by Lippincott, and bearing his name, though prepared for the use of our higher seminaries, and admirably adapted, by its clearness and conciseness, for their needs, contains merely the substance of one of the courses of lectures which he delivered before the Berlin University. Nor is there, strange as it may seem, a single geographical text-book published in Germany which is adapted to the wants of schools; and what is learned must be learned by observation alone. I have remarked, in another letter, that the favorite method of instruction in this country is not by means of a text-book; it is by means of oral instruction. Books are published for the use of teachers, and not for that of scholars. It is so in all departments of learning, and in geography the uniform rule is followed. So, if the reader of this letter were to come to Germany, and to ask for the most approved school-books on geography, he would be shown the thick works of Klöden or Daniel, costing several dollars, and numbering thousands of pages. Each of these works he would find an exhaustless storehouse of geographical facts: and in Daniel's he would discover great scientific method, and historical as well as geographical worth. But neither of these standard works would realize his idea of a school text-book. The void is filled in this way, however. Geographical teachers procure these works, and from them draw the matter which they wish to communicate to their classes. Admirable atlases are published for the use of schools, some of them far surpassing any that are in use in America, and having, like Kiepert's and Sydow's, a world-wide reputation. But

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the instruction is communicated in lecture form, oral, familiar, often thorough. Just as medicine is taught in our medical colleges, and as theology is taught in our theological seminaries, so is geography taught to the youngest classes in German schools. The teachers here ridicule the American method of committing to memory the words of a text-book; and so far as the slavish adherence to the mere written form given in our text-books is concerned, their criticism is just. I do not think their objections to the system of using books just and valid, however, if the books are used simply to communicate facts, and are not to be committed to memory. One great excellence in our system is, that it necessitates a period of preparation. The German method does not: the scholar merely listens to a pleasant, familiar lecture, and remembers as much of it as he can.

But it is in another thing that we can learn of the German teachers; and it is this which the series of works contemplated will aim to supply. It is the adaptation to the growing powers of mind in youth, and the gradual and natural process of unfolding which goes on. This, as I have said, is laid down in no text-book: and I have learned the method entirely from observing its application in the schools, and from conversation with the teachers themselves.

The first stage is to familiarize the children with the geography of their own homes. And not the geography alone, but the natural history of the neighborhood in which they live. If the school is in a village, the nature of hills, plains, brooks, rivers, mountains, lakes, the sea; whatever there is in sight is made perfectly familiar to them. This is done not alone, but in connection with a rudimental instruction regarding the animals, wild and domesticated, the fowls, the fish, the insects—all the forms of life which abound. In one word, what we call the Object Method, applied in reference to the outward world, is made to include the rudimental geographicel forms, and whether the scholar lives in the country or city, he is compelled to interpret almost every object which the study of continents brings into notice, by the familiar scenes within a few miles of his father's dwelling.

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With blackboard and chalk, or with paper and pencil, he is obliged to begin, even then, the drawing of maps, designating, in a rude and childlike way, the most prominent features of the landscape, or if he live in the city, taking some well-known suburban locality, and reducing it to cortographic shape.

Thus the foundation is broadly and thoroughly laid: the vocabulary of geographical terms is acquired, and the first steps in map drawing taken, before the pupil is conscious that he has embarked upon the study of the science of geography. When the first steps are fairly taken; when all the preliminaries are arranged; when the use of relief maps has made him familiar with the aspect of the globe, and he has learned that great countries are made up of the same elements which he can see from the window of his own school-room, he is considered ready for a second step.

This is done primarily, through means of a physical atlas; nothing elaborate, but simple, clear, and intelligible. A country, North America, for example, is laid before the scholar, and the only marks which it bears are those which indicate the mountains. These, of course, are shaded so as to readily indicate their magnitude and general extent. The teacher discusses the great primary subject of highland and lowland, and then shows their influence upon the course and size of rivers. It is the scholar's next task to insert these, and thus make the map more complete. In all this, of course, the home, with its brooks, or its rivers, is kept in view as the key to the interpretation of the larger scene. When this map is done, then another is laid before the pupil, containing the rivers, but not the mountains; the latter are carefully inserted, and the mutual play of mountains and rivers is in close method carefully studied and understood. The map is then carried forward, till, as a physical map, it is understood. Small countries are studied in the same way; and Switzerland is not considered as studied till the whole course of its valleys has been followed, and reciprocally the valleys and streams being given, the mountain knots have been filled in. I need not say that the

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countries near the children's home are those which are studied with the greatest care, and that Germany is here the central point of interest, as the United States would be with us.—*Educational Monthly.*

SINGING IN SCHOOL.

I HAVE been led to write these remarks, by the careless treatment which singing receives nowadays from the hands of the teachers of our public schools. It is my firm belief that this subject does not receive the attention which is due to it, in most schools of the present day. Indeed, many teachers must hold very wrong opinions upon the importance of this interesting science. They must be blind to its beneficial effects, both physicially and intellectually, on the children; or how are we to account for the manner in which it is treated by them. In some schools it is entirely neglected, on the plea of incapacity to teach it on the part of the master. We shall speak of this hereafter. On the other hand, we find singing carried on in the majority of schools to some extent. But then, how is it carried on? The monotonous "drawling" of some of our beautiful songs,—the boisterousness with which some of our noblest strains are treated, is contrary to all ideas of music. But why is this? It must be owing to a want of proper training. But is not singing worthy of the most earnest attention of every teacher? The benefits man derives from physical exercises are universally acknowledged. By constant exercise, it is truly said, that the body is strengthened, and the whole constitution is invigorated. The same may be affirmed of music, or at least of the vocal part of it. A good song promotes the circulation of the blood, relieves the mind, dissipates laziness, checks disinclination for work in the children, and tends to create in them a healthy feeling towards one another. After the dry reading lesson—after listening to the uninteresting enumeration of geographical facts—after wearily pondering over a complicated sum in arithmetic,—it must

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be an inexpressible relief to the child to join his young companions in favorite school songs. Yes; so deep an impression they make on his mind, that they cling to him for life; the tunes that he was wont to sing when a boy at school, he will be humming to his own children at his own fireside again. It is to them that he owes many of his most noble and patriotic sentiments. Then why should singing not receive more attention from our teachers? They stand in their own light when it is allowed to be neglected in their schools, for much the success of the pupils depends upon the amount of practice in music which they receive. Inability to teach it is an excuse not to be allowed;—every teacher should be able to teach common school tunes; for singing is, in my opinion, quite as important as geography and other subjects, if not more so.

I would fain make some few remarks on school songs—what they should be, etc.

In selecting a "school-song" the teacher should, in the first place, see that the words are appropriate. They should be simple; and the poetic ideas embodied in them should be "beautiful and striking enough to catch the youthful fancy of the child." The songs of the Christy's Minstrels, for instance, are to be objected to, because the words attached to the majority of them do not fulfill the above conditions; but the MUSIC of itself is, generally, admirably adapted for children—simplicity, pathos, and sweetness being combined in most of these celebrated songs.

The time should consist of easy and graceful movements; the range should not be too great, or shouting must unavoidably ensue; it should be of a "lively complexion"; minor tunes are to be avoided in school. These remarks hold good in regard to both *sacred* as well as *secular* music. I could mention some tunes which are well adapted for our purpose, but as we have so many excellent selections of school tunes from the hands of some of the great musicians of the day, I deem it useless to point to any particular songs: let every teacher choose for himself.

Before the tune be learnt, the words attached to it should

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be thoroughly explained; the ideas of the poet should be pointed out, then the words should be committed to memory by the pupils. Besides affording them the great pleasure of singing what they understand, this will aid them in singing with more force, effect, and expression.

The tune is next learnt in the best possible way. There are so many ways for teaching songs to children, which may prove to be very good, that it is needless to refer to any particular plan for that purpose.

The tune being learnt, and the words carefully lodged in the memory of the children, the teacher in the next place should direct his attention to the PROPER EXECUTION of the music—to the best way for conveying the ideas of both poet and musician; in short to the EXPRESSION. It is in this the greatest deficiency in our school-singing exists. It demands therefore the most earnest attention of every teacher; for if the expression is wanting, the singing becomes unworthy of a name. Mr. Curwen says, in his masterly book on School Education, that the most common faults in our school-singing are "over loudness, heavy dragging of the rhythm, and indistinct articulation." The teacher should "aim at imparting a soft style of singing." Loudness is often necessary; but unless checked, the children will substitute shouting for it; the difference between the two requires a clear explanation. Distinctness and clearness of pronunciation is absolutely necessary for the rendering of tunes properly—with effect and expression—for otherwise we fail entirely to attain the object in view. What is music? What are these beautiful strains other than a medium for conveying the fine ideas and beautiful thoughts of the poet? And how can they be conveyed but by the clear and correct articulation of his words?

I would suggest a remark or two on the manner of teacher and children during the singing lesson. The former should be energetic, lively, and agreeable withal. These are the secret springs of success in this branch. The entire devotion of *every* child to the subject in hand should be strictly insisted upon. The posture of both himself and pupils calls for his careful notice.

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Every teacher who is anxious to promote the happiness and success of his pupils, and to create in them noble and refined sentiments, will do well, during the singing-lesson in his school, to bear in mind the remarks above mentioned. We are fully aware that he will be subjected at first to many annoyances from the children, but the good results that will attend his efforts will amply compensate him for all his care and troubles. His motto should be—"Perseverance surmounts difficulties."—*Papers for the Schoolmaster.*

OBJECT TEACHING.

OBJECT TEACHING, in its broad and true meaning, is not limited to oral lessons on objects. It is oniy another name for the right method of teaching every branch of elementary education. It is the natural method, aiming always to teach things and ideas in connection with words, which are but arbitrary signs of things and ideas. It aims to teach every thing in the way best calculated to lead the pupil to self-education and self-development. If asked to name the most essential element in object teaching, in its wide signification, I should say it has a tendency to *excite the curiosity, or desire of knowledge.* Perhaps it would not be extravagant to say that any method is good or bad just in proportion as it tends to stimulate or repress this principle of action. "To acquire knowledge, or to discover truth," says Dugald Stewart, "is the proper object of *curiosity;*—a principle of action which is coeval with the first operations of the intellect, and which, in most minds, continues through life to have a powerful influence, in one way or another, on the character and the conduct. It is this principle which puts the intellectual faculties in motion, and gives them that exercise which is necessary for their development and improvement. . . . I wish to impress on all those who have any connection with the education of youth the great importance of *stimulating the curiosity,* and of directing it to proper objects, as the most effectual means for securing the improvement of the

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mind; I may add, as one of the most effectual provisions that can be made for the happiness of the individual, in consequence of the resources it furnishes when we are left to depend on ourselves for enjoyment; and, in consequence, also, of the progressive vigor with which it operates to the very close of life, in proportion to the enlargement of our experience and the extent of our information."

It will be observed that the curiosity on which so great a stress is laid, is that curiosity alone which has *truth* for its object. It is not the curiosity to know what is *said*, but the curiosity to know what is *true*. In all the instruction imparted, and in all the studies pursued in our schools, it should be the constant aim of the teacher to awaken, stimulate, and strengthen this curiosity, and to turn it to useful pursuits. And here I would remark, that it is a circumstance of the very highest importance in education, that the curiosity should be directed to the acquisition of knowledge, with a view to moral improvement and the promotion of the happiness of society.

The history of self-educated men is but the history of the operation of this principle. The life of Dr. Franklin, the most illustrious of all the graduates of our schools, is full of instruction on this point. He left school at the age of ten years, with a very small stock of school learning. In the eyes of a mere "haberdasher of nouns and verbs," or of one of Carlisle's "gerund-grinders," his education would have appeared very deficient. But some how, either by his teachers at school, one of whom, he said, employed the "most encouraging methods," or by his parents at home, his curiosity, which was, doubtless, naturally strong, had been awakened. And it was the vigorous and persevering operation of this desire for knowledge which impelled him to that self-education which made him great. Says Miss Edgeworth, "The first thing that strikes us, in looking over Dr. Franklin's works, is the variety of his *observations* upon different subjects. Wherever he happened to be, in a boat, in a mine, in a printer's shop, in a crowded city, or in the country, in Europe or America, he displayed the same *activity of observ-*

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ation. When anything, however trifling, struck him, which he could not account for, he never rested till he had traced the effect to its cause."

It can not be doubted that the chief end and aim of early education is to develop *activity of observation;* and the normal method of accomplishing this object is to exercise the observing faculties in such a manner as to stimulate the curiosity, which is the very essence of Object Teaching, as I understand it. *The whole system is intended to lead to* SELF-EDUCATION. In accordance with this idea, if a child is taught to read a word, the aim should be to teach it in such a way as to tend *to enable* the child to read the next word without help, and to make him *desire* to do so.

Herbert Spencer, the greatest living writer on education, in Great Britain, is the author of the following admirable sketch of the theory and practice of Object Teaching in the ante-school period of childhood:—

"It needs but a glance at the daily life of the infant to see that all knowledge of things which is gained before the acquirement of speech, is self-gained; that the qualities of hardness and weight associated with certain visual appearances, the possession of particular forms and colors by particular persons, the production of special sounds by animals of special aspects, are phenomena which it observes for itself. In manhood, too, when there are no longer teachers at hand, the observations and inferences required for daily guidance must be made unhelped; and success in life depends upon the accuracy and completeness with which they are made. Is it probable, then, that while the process displayed in the evolution of humanity at large, is repeated alike by the infant and the man, a reverse process must be followed during the period between infancy and manhood, and that, too, even in so simple a thing as learning the properties of objects? Is it not obvious, on the contrary, that one method must be pursued throughout? And is not nature perpetually thrusting this method upon us, if we have but the wit to see it, and the humility to adopt it? What can be more manifest than the desire of children for intellectual sympathy? Mark how the infant sitting on your knee thrusts into your face the toy it holds, that you may look at it. See when it makes a creak with its wet finger on the table, how it turns and looks at you; does it again, and again looks at you; thus saying,

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as clearly as it can—"Hear this new sound." Notice how the elder children come into the room exclaiming—"Mamma, see what a curious thing," "Mamma, look at this," "Mamma, look at that;" and would continue the habit, did not the silly mamma tell them not to tease her. Observe how, when out with the nurse-maid, each little one runs up to her with the new flower it has gathered, to show her how pretty it is, and to get her also to say it is pretty. Listen to the eager volubility with which every urchin describes any novelty he has been to see, if only he can find some one who will attend with interest.

"Does not the induction lie on its surface? Is it not clear that we must conform our course to their intellectual instincts,—*that we must just systematize the natural process,*—that we must listen to all the child has to tell us about each object,—must *induce* it to say every thing it can think of about such object, must occasionally draw its attention to facts it has not yet observed, with the view of *leading* it to them itself whenever they recur, and must go on, by and by, to *indicate* or *supply a new series of things for a like exhaustive examination?*

"See the way in which, on this method, the intelligent mother conducts her lessons. Step by step she familiarizes her little boy with the names of the simpler attributes, hardness, softness, color, taste, size, etc., in doing which she finds him eagerly help, by bringing this to show her that it is red, and the other to make her feel that it is hard, as fast as she gives him words for these properties. Each additional property as she draws his attention to it in some fresh thing which he brings her, she takes care to mention in connection with those he already knows; so that, by the natural tendency to imitate, he may get into the habit of separating them one after another. Gradually, as there occur cases in which he omits to name one or more of the properties he has become acquainted with, she introduces the practice of asking him whether there is not something more that he can tell her about the thing he has got. Probably, he does not understand. After letting him puzzle awhile, she tells him; perhaps laughing at him a little for his failure. A few recurrences of this, and he perceives what is to be done. When next she says she knows something more about the object than he has told her, his pride is roused; he looks at it intently; he thinks over all that he has heard; and the problem being easy, presently finds it out. He is full of glee at his success, and she sympathizes with him. In common with every child, he delights in the discovery of his powers. He wishes for more victories,

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and goes in quest of more things about which to tell her. As his faculties unfold, she adds quality after quality to the list; progressing from hardness and softness to roughness and smoothness, from color to polish, from simple bodies to composite ones, thus constantly complicating the problem as he gains competence, constantly taxing his attention and memory to a greater extent, constantly maintaining his interest by supplying him with new impressions, such as his mind can assimilate, and constantly gratifying him by conquests over such small difficulties as he can master.

"In doing this she is manifestly but following out that spotaneous process that was going on during a still earlier period, simply aiding self-evolution; and is aiding it in the mode suggested by the boy's instinctive behavior to her. Manifestly, too, the course she is pursuing is the one best calculated to establish a habit of exhaustive observation; which is the professed aim of these lessons. To *tell* a child this and to *show* it the other, is not to teach it how to observe, but to make it a mere recipient of another's observations; a proceeding which weakens rather than strengthens its powers of self-instruction. which deprives it of the pleasures resulting from successful activity,—which presents this all-attractive knowedge under the aspect of formal tuition,—and which thus generates that indifference and even disgust with which these Object Lessons are not unfrequently regarded. On the other hand, to pursue the course above described, is simply to guide the intellect to its appropriate food; to join with the intellectual appetites their natural adjuncts,—*amour propre, and the desire for sympathy*, to induce by the union of all these an intensity of attention which insures perceptions alike vivid and complete; and to habituate the mind, from the beginning, to that practice of self-help which it must ultimately follow."—*J. D. Philbrick's Report.*

MISCELLANEOUS.

A NEW ISLAND.

Remarkable Phenomenon.—A correspondent of the London *Times*, writing from Athens, Greece, announces that a new island began to rise above the level of the sea in the Bay of Thera (Santorin), in the Grecian Archipelago, on the 4th of February, and in five days it attained the height of from one hundred and thirty to one hundred and fifty feet, with a length of upward of three hundred and fifty feet and a

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breadth of one hundred feet. It continues to increase, and consists of a rusty black metallic lava, very heavy and resembling half smelted scoria which has boiled up from a furnace. It contains many small whitish semi-transparent particles disseminated through the mass, like quartz or felspar.

The eruption began on the 31st of January. A noise like volleys of artillery was heard, but without any earthquake. On the following day flames issued from the sea, in a part of the bay called Vulkanos, where the water is always discolored and impregnated with sulphur from abundant springs at the bottom. The flames rose at intervals to the height of fifteen feet, and were seen at times to issue from the southwestern part of Nea Kaimene. That island was soon rent by a deep fissure, and the southern part sank considerably.

On the 4th of February, the eruptions became more violent and the sea more disturbed. Gas forced itself up from the depths with terrific noise, resembling the bursting of a steam boiler; flames arose at intervals, and white smoke, rising steadily, formed an immense column, crowned with a curled capital of dark, heavy clouds. The newi sland was visible next morning, sensibly increasing to the eyes as it rose out of the sea at no great distance to the south of Nea Kaimene.

The new island has been visited by Dr. Dekigalla, a man of science and an able observer, who will record accurately all the phenomena of the eruption as it proceeds. The heat of the sea rose from 62 Fahrenheit to 122, as near the vicinity of volcanic action as it was safe to approach. The bottom of the sea all round Nea Kaimene appears to have risen greatly. In one place, where the depth is marked on the Admiralty chart one hundred fathoms, it was found to be now only thirty, and at another where it was seventeen it is now only three fathoms. The new island, as it increases, will probably form a junction with Nea Kaimene. It grows, as it were, out of the sea, the mass below pushing upward that which was already above water.

Reading.—If "take heed how ye hear," is an important injunction, so is, take heed what ye read. Especially true is this as addressed to young men. The books read by them exert a potent influence on their minds and hearts for good or evil. They show in after life the quality of their intellectual diet. It imparts health and strength, or disease and debility. It produces valetudinarians or robust men. In

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the will of the father of the late Josiah Quincy is found this passage: "I leave to my son Josiah, when he shall attain the age of fifteen, the works of Algernon Sidney, John Locke and Lord Bacon, Gordon's Tacitus and Cato's Letters; and may the Spirit of Liberty abide upon him." It did abide upon him; as might have been expected from this prayer, and the wholesome influence of such authors on his intellect and soul. Through life was he the wise statesman, the sterling patriot, and the eloquent advocate of civil and religious freedom.

Education in India.—Both among the Hindoos and Parsees a decided beginning has been made in the education of their girls, and the movement must accelerate as the education of the males themselves becomes elevated and broadened. At the Convocation of the University of Bombay for conferring degrees, it was stated that 109 out of 241 candidates passed the matriculation examination in November last, of whom 86 were Hindoos, 19 Parsees, 2 Portuguese, 1 European, and 1 Mussulman. Of 32 candidates, 15 passed their first examination in Arts; of 20 candidates for the degree of Bachelor of Arts, 15 passed examination; and 2 Parsee candidates passed the examination for the degree of Master of Arts.—Mr. Premchund Roychund, (a lucky cotton speculator,) who had already given $100,000 to the Calcutta University, has given a like sum to the Bombay University, towards the erection of a library, and a further sum of $100,000, "towards the erection of a tower, to contain a large clock and a pair of bells."—*Bombay Gazette.*

Colored and Contraband Schools at Washington.—Within the circle, ten miles in diameter, of which the National Capital is the centre, there are, it is believed, at the present time, no less than forty thousand colored people, four-fifths of whom were slaves at the opening of the rebellion. Among this population there are now in operation fifty-three schools, under the instruction of one hundred and twelve teachers, (many from New England—principally from Massachusetts and Maine,) with a total of 5618 scholars in November, and an average daily attendance of 4223. There are also, in addition to these day schools, fifteen evening schools for adults in Washington, three at Giesboro' Point, two at Alexandria and one in Georgetown, embracing at least one thousand men and women. There are, moreover, three industrial schools for the instruction of colored women in the work and duties of a household.

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INDELIBLE PENCIL WRITING.—A great many valuable letters and other writings are written in pencil. The following simple process will make lead pencil writing or drawing as indelible as if done by ink:—Lay the writing in a shallow dish, and pour skimmed milk upon it. Any spots not wet at first may have the milk placed upon them with a feather. When the paper is well wet with the milk, take it, and let the milk drain off, and whip off with the feather the drops which collect on the lower edge. Dry it carefully, and it will be found to be perfectly indelible. It can not be removed even with India rubber.

In China an interest in education has at last been awakened, and is constantly increasing, as it must continue to do. An English school has been opened in Pekin for Chinese youth, sustained by the imperial authorities, and a Chinese official in Shanghai pays an American missionary $2,500 a year for the same purpose. The missionaries in Canton have established a weekly paper for the people, in Chinese, at the trifling cost of two mills a copy. An agent of the Scottish Bible Society and his brother, a missionary, in a recent journey into the interior of Mongolia, met a remarkable success in the sale of Bibles.

It is stated that the Falls of St. Anthony are rapidly undergoing a change; that during the spring of 1859 they receded about two hundred and fifty feet to the middle of the river, and nearly one hundred and forty further, the next spring. It is not improbable that in a few years they will be destroyed altogether, leaving nothing behind but a long reach of rolling, tumbling rapids.

☞ Illinois would make forty such States as Rhode Island, and Minnesota, sixty. Missouri is larger than all New England. Ohio exceeds either Ireland or Scotland, or Portugal, and equals Belgium, Scotland and Switzerland. Missouri is more than half as large as Italy, and larger than Denmark, Holland, Belgium and Switzerland. Missouri and Illinois are larger than England, Ireland, Scotland and Wales.

☞ The schools for colored children in Norfolk, Va., cost about $400 a year for a female teacher, and $500 for a male teacher. The teachers receive only fifteen and twenty-five dollars per month, with their traveling expenses paid each way, once a year, each person being expected to be as economical as is consistent with comfort.

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REFRIGERATOR.—A good refrigerator is as necessary for teachers as for other classes, and though many of them are so poorly remunerated for their services, that they can ill afford such a cooling luxury for their own use, it may be well enough for them to be able to inform their patrons in relation to the subject. We take pleasure in commending "Winship's Ventilating Refrigerator" as the best article we have ever seen of the kind. It is in all respects well arranged, and ample provision is made for its thorough ventilation, a matter of great importance when it is remembered that several kinds of provisions are often placed in it at the same time. It is manufactured by J. Cudworth, Jr., 313 Chapel St., New Haven.

LOCAL AND PERSONAL.

THOMASTON.—At this pleasant and enterprising village (late Plymouth Hollow), a new school house is to be erected for a High School or Academy. A fine location has been selected and the building is to be commenced without delay. In this, as in all other projects tending to promote the welfare of the village, the Messrs. Thomas take an active and liberal part. We learn that the building is to cost $10,000.

NORMAL SCHOOL.—The vacancy occasioned by the resignation of Prof. Camp has been filled temporarily by Mr. I. N. Carleton, formerly teacher in Phillips Academy, Mass., and late Associate Principal in Dr. Lewis's school at Lexington. Mr. Carleton is an experienced and accomplished teacher, and a gentleman well adapted to the position to which he has been called. The school, though somewhat smaller than in previous years, is a pleasant one.

PROF. CAMP.—The many friends of this gentleman will be pleased to learn of his safe arrival in Europe, though they will extremely regret that circumstances were such as to induce him to leave a position which he had for so long a time filled with so much success and honor. Having been connected with the school from its organization, he has devoted himself with untiring energy to its interests, and accomplished a vast amount toward the improvement of our common schools. In the next number of the Journal we hope to give some account of Prof. Camp's labors in this State.

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LITERARY NOTICES.

The NORTH AMERICAN REVIEW continues to maintain its high character. The contents for April are: "The Error of DeTocqueville; Military and Martial Law; Character; The New York Herald; Carlyle's Frederick the Great; Our Diplomacy during the Rebellion; International Arbitration; Dante and his latest English Translations; The President on the Stump; Critical Notices."

This is a valuable number. The critical notices occupy a hundred pages, and contain articles of general and special interest as well as judicious criticisms. Boston: Ticknor and Fields.

HARPER'S NEW MONTHLY MAGAZINE. This periodical contains something new and instructive in natural history nearly every month. The Burrowers at Home in the March No., and the Birds at Home in the April No., found many interested readers. Its articles relating to events in the late war, its literary notices and monthly record, always have something of interest. With these is the usual amount of miscellaneous literature sufficiently varied to suit different tastes. New York: Harper & Brothers.

HARPERS' WEEKLY has been steadily increasing in the amount of its circulation till two hundred thousand copies of a single issue have sometimes been sold. Its illustrations are mostly good, and many of its articles are such as to instruct while they interest. Harper & Brothers.

THE DAILY PUBLIC SCHOOL IN THE UNITED STATES. 158 pp. Philadelphia: J. B. Lippincott & Co.

The author of this work has taken up a subject of vital importance to the whole country. While admitting that there has been improvement in some spheres of education, and in the methods pursued with certain branches of knowledge, he attempts to show that the *daily public school* is not doing its appropriate work thoroughly. After a somewhat general account of the defects of public schools, with some pertinent suggestions on a few points, this book gives an analysis of the school systems of Ohio, Pennsylvania, New York and Massachusetts, pointing out the mistakes in legislation and the deficiencies existing in the schools of these States.

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The fact that this work has already passed through *fifteen editions* is sufficient evidence of its great value and need. Testimonials from eminent Professors and Teachers, in all parts of the country, certifying to its great merit, and to its perfect adaptation to the wants of students have been received in great numbers.

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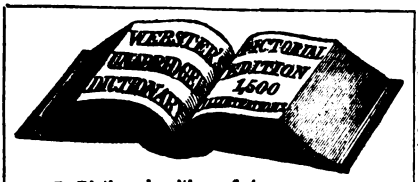

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Vol. XXI., JULY, 1866.

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THE

Connecticut Common School Journal

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, JULY, 1866. No. 7.

EDITORIAL CORRESPONDENCE.

LONDON, May 24th, 1866.

THOUGH two weeks is not sufficient time to gain any adequate idea of the educational system of a kingdom like this, observation in a few places has impressed us with the fact that both the government and individuals are doing much for the education and enlightenment of the middle and lower classes. We gave some time, while in Liverpool, to a study of the educational institutions of that great commercial town, and were surprised to find that so much had been done in certain directions, to furnish the means for intellectual and moral culture.

There are in Liverpool about two hundred churches, some of them capable of holding two thousand persons each, and we saw two of them well filled on the sabbath. There are numerous Sabbath schools and mission schools, especially in those parts of the town most needing these institutions. The Liverpool Institute, the building for which was erected by subscription at a cost of $60,000 is one of the most flourishing institutions of the kind to be found anywhere. It

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comprises a boy's high school, a commercial school and a girl's school. There are also evening classes for those youth who are engaged in business during the day. In these schools, there are skillful and efficient teachers who are zealously engaged in their work.

Queen's College, which was inaugurated by Lord Brougham in 1857, is also connected with the institute, and this provides for a full collegiate course both in day and evening classes, and the members regularly receive their degrees. There is also a Government School of Design and Practical Art belonging to the Institute. This department has day and evening classes and a class for ladies. There are also corporation, national and infant schools, and a number of parish schools belonging to the different religious denominations. A part of these are regularly inspected by government and receive an annual stipend from the national treasury.

The public museums, libraries and galleries of art are also designed to be places for study and intellectual improvement, rather than amusement. The Derby Museum, containing the collection presented by the earl of Derby, has twenty rooms, some of them quite large, devoted to the exhibition of subjects relating to natural history, the fine arts and scientific inventions. Here are four bird rooms, three for mammalia, one for British animals, and various others, in which all the subjects are classified, named and arranged to facilitate study. Here is a specimen of all the grasses, of different kinds of cotton, flax, wool, rice, etc., described and the country from which each came, named. We noticed twenty-two varieties of cotton from America, twenty-six from India, and as presented in these show cases, the superiority of the American could be easily seen. All the various imports of Liverpool are represented with the country from which they came. The galleries of painting and sculpture are arranged to represent different schools of art and different styles of ancient and modern masters. The gallery of inventions and science includes models of steam engines—of marine appliances, of machinery, specimens of mathematical, astronomical and

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optical instruments, and the various applications of India rubber and other substances in the arts.

There is a large public library in the same building, fitted up with seats and desks to accommodate several hundred readers. Between twelve and one o'clock, we counted more than two hundred reading from books at the same time, a large majority apparently from the working classes. There are also other museums, libraries and reading rooms opened like these, entirely free to all, so that the poor as well as the rich can enjoy their privileges.

It is certainly a noble thing for the rich in a large town like Liverpool, thus to offer the means and opportunities of literary, scientific, and esthetic culture to all the inhabitants, as free as the water which is constantly flowing from its public fountains, in almost every street.

In Birmingham, which we selected as a good example of a large manufacturing town, we found a different class of educational institutions. There is first, the "King Edward's School," one of the old English endowed schools, in which five hundred and fifty boys are taught in a large, gloomy, castle-like, stone building. There are some eight or ten branch schools of a lower grade preparatory to this, and in addition, several parish schools belonging to different denominations. Some of these receive government aid. There is also a large free library here in a fine building. The appropriations for this were voted by the town in a public meeting.

The circulating library has now over ten thousand volumes, and eleven thousand volumes have already been secured for the reference library; among them are many rare and expensive works. The influence of these free libraries and reading rooms must be very beneficial on a population like that of Liverpool and Birmingham—and they help in some measure to supplement the education given in the schools.

C.

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WHAT SHALL WE TEACH?

BY E. L. B.

I HAD on my blackboard a crayon sketch of a cross, surmounted by a crown, and partly enveloped with clouds. One of my neighbors happening to see it, exclaimed at my want of judgment in matters appertaining to school-rooms: "Just rub that out, and put on there the geological formation of the earth. I do n't know as *you can*, but some people could—and the children could learn something from it. It would do them good. But what can they learn from that thing you have got there?"

Most, I believe, really think the highest good in the school-room consists in the greatest percentage of positive book-knowledge which can be "stuffed" into a child. "He do n't know much about books," said a friend to me, in speaking of another, "but he knows a great deal about men, and the world in which men live." Good books are delightful things, and as a general thing, men and women who read books are far more delightful companions than those who do not: but "rid me and deliver me" from the companionship of those who know nothing, or next to nothing, except what they *read* or learned from books.

Are we not too closely confined in the school-room to our books? When I begin to remember the limitless or almost between learning this list and the *ten commandments*, then by limitless opportunities which offer themselves day by day, and hour by hour, for directing the minds of the boys and girls around us toward high purposes, toward noble thoughts, toward good deeds, I can only exclaim, "Who is sufficient for these things?"

Let me not be supposed to underrate the value of *exact* critical information. It is very well and in some cases may be extremely useful, to know the names of the counties of your own State in alphabetical order; but if the choice lies all means, I suppose, the Decalogue should have the prefer-

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ence. As if it *could*, by any possibility, be better for a child to know where the Euphrates river rises, than for him to know that truth, sobriety, and love, will make for him a garden of Eden more beautiful than that which once lay upon the banks of that ancient river. *True*, if I am hired to teach arithmetic, I must not devote my time to moral essays, or even to reading Christ's Sermon on the Mount; but if I have an immortal soul to feed, I must see that its nourishment is indeed meat and drink.

The souls of children hunger and thirst for what is beautiful and good. "I say unto you that *their* angels do *always* behold the face of my Father which is in Heaven." Children do not learn evil far more easily than good. Offer to them the pure cup of innocence and the foul cup of wrong, and the chances being equal for an unbiased choice, they will infallibly choose the unpolluted. A good impression is made by the lightest touch. Lay your hand never so softly upon the conscience of a little child, and you have left a mark there which will brighten with the spotless flash of beauty, or the brassy glitter of evil, as years are added to the little one's life. Let us be careful to sow our seed deftly, for it will spring up and bear fruit—"it may chance of wheat."—*Ohio Educational Monthly.*

THE STUDY OF THE BEAUTIFUL.

WHAT a pity it is when there is in every child's mind such an inborn love of the beautiful, that our school studies and school routine should so neglect its culture, and so limit things to mere practical realities! Do we not commit a great mistake when we make school-work such dull drudgery? Do we think, as we ought, that each one has an æsthetic, as well as an intellectual nature, that there is something in each one of us that mere intellect can not satisfy, something that the flowers, the skies, God's pictures in earth and air,

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and man's strivings for the ideal as shown in pictures and statues, only have language for? Do we think how the study and the love of the beautiful in art and nature, cultivate and refine one; how tender and earnest they make him; how this culture can not help expressing itself in motion, in gesture, in speech, in a thousand ways? There seems, too, to be a connection between this culture and moral and spiritual culture. For is not all beauty but the spiritual shining through the material? and so the nearer we get to the beautiful, the nearer do we approach, and the more fully we comprehend the spiritual, the divine.

If teachers could do more to interweave this study with other studies, how much more should we truly educate our scholars, making them such reverent lovers and students of the beautiful, that when they leave our schools they shall know something of the wonders and treasures of art and nature, shall have better things to think of than fashion and gossip, and shall not stray through art galleries for no other reason than because it is fashionable to be seen there.

Nearly all studies need the assistance of this one. It would take too long to describe how it could be made to help all, but the one study of geography seems to need it most, and to get it least. For what is Geography? The description of the Earth, the beautiful Earth, that our Father has given us for an heritage, with its glory of mountain and plain, and river and ocean.

> "The sea broad-breasted, and the tranced lake,
> The rich arterial rivers, and the hills
> Which wave their woody tresses in the breeze,
> The snow-robed mountains circling earth
> As the white spirits God the Saviour's throne."

The quiet lakes, the grandeur of mountains, the charms of scenery, the beauty of skies, day-time and night-time, are only open pages whence the child is to learn this great study, provided you direct him rightly. Then in the description of countries and cities, how much of the beauty of art comes in. It almost seems wicked not to have children learn something of the great artists, those who speak down

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through the listening years in pictures, and songs, and statues; and of those poems, that might fill their souls with echoes of imperishable music. Some of the technicalities of Art might be learned as easily as the rudiments of their other studies, and would be, in after life, of as great value. We fill our houses with choice paintings, engravings and statuary, but how very few understand their true significance; how few have knowledge even of the names of the great galleries of the old world, of the great master-pieces of past and modern artists! We read in books of travel of the great cathedrals of Europe, of choir and nave and transept, of different styles of architecture, of decorations of turret or spire. We read of paintings in oil or water colors, in fresco, in encaustic, in enamel, in mosaic; of the different styles and schools of painting, of engravings, lithographs, etc. Shall these be unmeaning names, or shall we interest and teach our children of them, thus preparing them for a better appreciation of the works of Art? Children take such a delight in pictures, that it seems a shame to put them off with the coarse caricatures of the popular juvenile books. The picture-shops and the free galleries of the cities are doing a great work for us in this way; but we are not all in cities, and if we were, the children need an interpreter between them and Art,—one who shall cultivate in them an earnest love for works of Art, and not for these merely, but for all Beauty in Nature, as well as Art. So shall all beautiful things speak to them, and give them somewhat of their divine influences. Nature and Art shall lead them, reverent and happy, to the Author and Giver of all Beauty, even Beauty itself. The mountains shall fill them by their royalty and grandeur with infinite aspirations,—with lofty thoughts of living. The little, clinging flower shall teach them gentleness and love, and the faithful, kindly trees, lessons of human brotherhood and sympathy. Pictures and statues, poems and songs, grand cathedrals, and all that is noble and beautiful, shall make them truer, holier, more patient and trustful, more generous and noble in life. "And the Beautiful having secured a place in the Intellect passes into

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immortality with it." And they can never grow too old to appreciate Beauty, whereever and in whatever form they find it. So shall they

> "With a natural fitness draw
> All tones and shades of Beauty to their souls;
> Even as the rainbow-tinted shell, which lies
> Miles deep at bottom of the sea, hath all
> Colors of skies and flowers and gems and plumes."
>
> *Mass. Teacher.*

SALARIES OF TEACHERS.

[These just views respecting the salaries of teachers are taken from the recent Report of the Massachusetts Board of Education, an early copy of which has been kindly sent us by JOHN D. PHILBRICK, Esq., Supt. Public Schools, Boston.]

ONE of the surest signs of the condition of education in any community, is the estimation in which the profession of teaching is held. Where low views of education prevail, the teacher is valued at a low rate, and his services are poorly paid. On the other hand, where elevated and enlarged ideas of the nature and ends of wise education are entertained, the true dignity of the profession is appreciated, and the importance of securing to it the highest talent and accomplishments is practically acknowledged by providing the requisite means for the attainment of the end in view. Measured by this standard, our progress as a State, it must be confessed, has not been so satisfactory as could be desired. By a comparison of statistics it appears that in the course of twenty years the average wages of teachers, male and female, in this commonwealth, have been advanced nominally about fifty per cent. If, in the meantime, the average wealth of the State *per capita* had remained stationary, and if the wages of labor in general had not been raised, this increase might justly be regarded as a gratifying proof of progress. But the facts in the case will scarcely justify such a conclusion. Within the period named, such has been the increase in the valuation that the ratio of taxa-

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ble property to population has been doubled, so that in reality the compensation of teachers has not kept pace with our growth in material wealth. That the wages of labor, of every other description, whether skilled or unskilled, professional or industrial, have risen more than fifty per cent., does not admrt of question. The wages of male teachers average fifty-four dollars and seventy-seven cents per month. This rate does not exceed that paid to an ordinary journeyman mechanic. The six thousand two hundred and ninety-five female teachers receive an average of twenty-one dollars and eighty-two cents per month. It is more than probable that an equal number of females could be found in the State who are engaged in industrial occupations at a higher rate of wages.

These facts demand the serious consideration of the friends of popular education. Without good teaching a school is but a name. But good teaching can be had only from men and women of high ability and ripe culture, and to suppose that such men and women can be attracted to the laborious profession of teaching without adequate compensation, is a fatal delusion. Poor schools can be had cheap, but good schools will always be costly; and if the character of our Public Schools is to be elevated and improved, if they are to be kept up to the standard of excellence required by an advancing civilization, affording competent instruction to every child, it is absolutely essential that the compensation of teachers should be raised in proportion to the general increase of wealth in the community. Teachers will correspond in their character and qualifications to the demands of public sentiment as expressed in the rate of salaries paid. The demand creates the supply. If there is a real demand for gifted men and women, qualified by their intelligence and moral power to do the great work of education as patriotism and religion would wish it done, such men and women would not only be liberally paid, but they will receive other proofs of the consideration in which they are held, and thus they will be secured and retained in the profession. But while so many paths to wealth and promotion are open,

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while talent is invited through so many broad avenues to emolument and distinction, it is unreasonable, it is preposterous, to expect that superior persons—and only such can be good teachers—can, in sufficient numbers for the wants of the present time, be won to the arduous and responsible office of teaching without stronger inducements than have yet been offered. As to the pecuniary ability of the Commonwealth to pay the teachers of her children, it is sufficient to state that at present only about one mill and a half on a dollar of valuation is appropriated to this object, and in the most wealthy cities the ratio even falls below this small fraction.

THOROUGHNESS IN TEACHING.

"A few subjects, thoroughly taught, form the basis of a good education."

This maxim is one that every teacher should constantly bear in mind. Great results in teaching are not secured in a few days, or weeks, or months even. They are to be attained only by long continued, patient, systematic labor. Hence, teachers who would fulfill the high responsibilities of their calling, must be content "to labor and to wait."

But it is systematic, as well as patient, long-continued labor that is required to accomplish the best results in teaching. No matter how patiently a teacher labors, or how long the labor is continued, if the teaching is not based upon a previously arranged plan founded upon philosophical principles, and is not pursued upon the same plan, the desired result will not be accomplished. It is therefore evident that preparation for the work is as essential to success in teaching as in any other profession or occupation.

Not only should a teacher, by study, qualify himself in all the branches of learning in which he proposes to give instruction, but he should improve every opportunity of acquiring knowledge of the every-day affairs and business transactions of life. It is a lack of knowledge of this kind

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on the part of teachers, that causes so much of the valuable time of the pupils to be wasted in studies that neither disipline the mind to correct habits of study and investigation, nor have a practical bearing upon the concerns of business life.

The time was when a teacher who possessed a fair knowledge of the branches of study pursued in common schools, considered himself, and was considered by others, well qualified for the responsible position of teacher. But this is no longer the case. The teacher who wishes to keep pace with the progress of the times in the Educational world, must make himself familiar with the philosophy of mind, that he may fully understand the natural order of intellectual development. He must also acquaint himself with systems of education, and the best and most approved methods of imparting instruction.

If there is any one fault more common than another, or more frequently to be found in schools than all others—any one evil that more than all others needs to be banished from schools—it is, that of permitting a pupil to leave any subject of study, before he has thoroughly mastered it, *so* thoroughly that the principles become his own for future use. Teachers of little experience are apt to consider the amount of matter passed over by their classes in a given time, as the measure of their success in imparting instruction. But in this they are mistaken. Their true standard is to be determined, not by the number of pages their pupils have passed during a term, but by their thorougness in the subjects which they have studied. Make a pupil thorough in whatever he attempts, and he acquires mental strength and vigor that will enable him to master, without the aid of a teacher, those other portions of his studies that he would fail to comprehend even with the aid of a teacher, if he had not previously been made thorough in the elementary principles of the subject. "Not how much but how well," should be the governing rule of instruction.

It is quite as important that pupils be taught how to study, as that they be instructed in particular subjects or

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branches of study. They should be so instructed in methods of study as to be able to continue a course of reading and investigation with profit, after they leave school. This can be done only by giving them correct habits of thought and logical methods of annalysis. Give them these, and they will acquire habits of self-reliance more valuable to them in after life, than all the knowledge they will acquire of books while at school.

In his efforts to be thorough, the teacher must not lose sight of the well established fact that the greatest amount of talking to a class is not always the greatest amount of instruction; but that, on the contrary, it often results in a want of thoroughness in the subject under consideration, and a want of mental power in the pupil to grasp and master new subjects and principles. Many teachers talk too much. They mistake the desire they feel to tell the class what they know about the lesson or subject, for the true spirit of teaching. "Pouring in" facts by the page, till the mind is full to confusion,—for the mind, like the stomach, will receive only a given amount of mental food at a time, which must be digested before more can profitably be taken,—is in no sense thorough teaching. Pupils do not need to be instructed in what they already know; but they do need to be assisted to discover how to overcome the obstacles they encounter in studying their lessons. Therefore in imparting instruction, teachers should "Talk to the point," remembering that "Plain statements oft repeated" will do more towards securing thorough scholarship, than can ever be secured by confusing the mind of the learner with a great amount of talking and a diffuseness of ideas.

Every lesson should be studied by the teacher as well as by the class, that he may mark out the general course he intends to pursue in conducting the recitation, and in giving the instructions that may be required by the pupils. He should make notes of leading points in the lesson, and of the illustrations and references he intends to make use of. This course will enable him to dispense with the use of a

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text-book at recitation, and to inspire his pupils with life and enthusiasm, which he can not do when confined to a text-book. That teacher who is obliged to keep a text-book open before him, with finger pointing to "the place," is yet far from having attained that standard of thoroughness which is begining to be required in first class schools. Freedom from text-book at recitation should be striven for by every teacher.

"But" say our readers, "how is thoroughness to be attained?" We answer;

1. By employing teachers who are well qualified in the subjects of study and the methods of presenting them to others;
2. By thorough classification in school;
3. By insisting upon regular and correct habits of study;
4. By reviewing lessons in advance of recitations;
5. By independence of books at recitation;
6. By assisting pupils only when they need assistance;
7. By showing the practical application that may be made of the knowledge acquired at school;
8. By being earnest and yet patient;
9. By using familiar illustrations, explanations, and applications, to reach the comprehension of the different minds in the class;
10. By fixing every point before learning it;
11. By never letting pupils get discouraged;
12. By frequent reviews, requiring them in the form of abstracts or synopses written by the pupils whenever the subjects will admit of it.—*N. York Teacher.*

MISCELLANEOUS.

Normal School. We learn that Homer B. Sprague, Esq., of New Haven, has been appointed Principal of the State Normal School. Mr. Sprague is a graduate of Yale, and a gentleman of superior scholarship. He was formerly principal of the High School in Worcester, Mass.,—a position

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which he filled with marked success. After leaving Worcester he entered the legal profession and commenced practice in New Haven, but he was too patriotic to remain at home during the war, and enlisted in the 13th Reg. Conn. Vols., and was in due time promoted to a colonency. Col. Sprague is a man of culture, and has talent of rare order. We hope he will find this new position every way pleasant. It will certainly be a field for great usefulness. We are glad to see those who have served our country during its days of peril, assigned to positions of honor and importance.

Prof. Carleton, who has been in temporary charge of the school, has, we believe, discharged incumbent duties to the entire satisfaction of all, and has succeeded to an unusual extent in gaining the confidence and esteem of his associates and pupils. In his new field of labor he will have the best wishes of many friends gained during his temporary sojourn in this state.

The exercises connected with the 17th Anniversary of our State Normal School will take place during the week commencing July 15. The sermon before the graduating class will be preached Sunday evening, July 15, by the Rev. Mr. Walker of New Britain.. The oration nd poem before the united Literary Societies will be on Wednesday evening, July 18,—the oration by Rev. J. E. Rankin of Charlestown, Mass., and the poem by Wm. H. Burleigh, Esq., of New York. The exercises of the graduating class will be on the afternoon of Thursday, July 19.

The Sight.—Persons living in cities begin to wear glasses earlier than country people, from the want of opportunity of looking at things at a distance. Those who wish to put off the evil day of *spectacles*, should accustom themselves to long views. The eye is always relieved, and we see better, if, after reading awhile, we direct the sight to some far-distant object even for a minute. Great travelers and hunters are seldom near-sighted. Humboldt at eighty-seven could read unaided. Sailors discern objects at a great distance

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with considerable distinctness, when a common eye sees nothing at all.

Scientific Mission.—The Emperor of France has ordered a scientific mission to explore the Cambodia from the source of the MeiKon to Thibet, where all traces of the river disappear. The country which it traverses has hitherto been unexplored, and is unknown to modern geographers, although certain ruins scattered over it attest the fact that a high degree of civilization once existed in this deserted region.

The Rising Generation.—In the United States there are about 60,000 common schools, which are supported in part by the State treasuries, and partially by funds and school taxes. In England and Wales there are 46,042 public and private schools attended by 2,144,378 scholars. In addition there are 1545 evening schools, which provide for 39,683 children. The number of Sunday-schools is 23,514, with 2,407,612 scholars. It is estimated that in England there is a scholar for every 8.36 persons; in Scotland about one seventh of the people are at school, while in the United States there is a scholar to every five persons. In Russia only one child to every two hundred persons receives instruction at school, so that while at nine o'clock on Monday morning there are 4,000,000 American boys and girls at school, there are inRu ssia only 100,000 enjoying the benefits of education.

Greatest Addition to Philology in half a Century.—The most important contribution to *Philology*, during the year 1864, was the publication of the illustrated edition of Webster's Quarto Unabridged Dictionary. This work, which had long been in preparation, and on the revision of which years of labor had been bestowed by several eminent scholars, was, in many respects, the greatest addition to the philology of the present age which has appeared *within half a century.—Appleton's Cyclopedia for* 1864.

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A FEW OF MY TROUBLES.

THERE are good reasons why I should present this subject. In the first place, if I do not give an account of my own troubles, it is very doubtful whether any one else will, as I have reason to think that no person in the world is so deeply interested in them as I am, or has bestowed so much time to the consideration of them. And then, I believe, seriously, that my troubles are not mine only. Haven't you, many a time, sat alone in your school-room after the day's duties were done, and looked drearily around at the rows of vacant seats—at the figures on the blackboards—at the cobwebs in the further corner of the ceiling—at the clean faced clock that ticked unusually loud, now that the place was still, and the echoes of poorly enunciated English, that make the air ache six hours out of a day, were quiet at last?

Haven't you sat thus, with your tired head in your hands, and both elbows resting on the desk, while the silence brought to you thoughts of the day's work? Are you ever satisfied with it? Can you look at it, and say, "This is quite perfect and satisfies me?" On the contrary, are you not filled with depressing doubts and misgivings, and oftentimes with a wretched sense of your own shortcomings, and the inadequacy of the work you are doing?

There is no use talking of this. Try to tell your confidential friend about it. "Nonsense," he cries. "You are a tip-top teacher—you've got a fit of the blues—all you want is fresh air."

There is truth in this; still a whole skyfull of fresh air fails to wholly divest my mind of a subtle sense of unsatisfaction in the work I am doing. It is not because the work is not a good one. In my soul, I believe there is no higher or nobler work than that which is set before teachers. It is not because I find unusual difficulties in the way—nothing of the sort. My scholars are not insubordinate or defiant; for the most part, they are dutiful, attentive, and diligent. And yet, I am greatly dissatisfied with the work I do for them. So you see that my troubles are rather indefinite; that they

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jective rather than objective. Yet, notwithstanding they are vague and intangible, and exist only in my own mind, they are real, and cast very real shadows.

To begin, then: it gives me a sense of annoyance that our work is so very prosaic and commonplace. The work of education, when viewed as a grand, triumphal crusade against the powers of darkness, is indeed inspiring. "But above all," cries the clarion voice of one of the world's great teachers, "above all, where thou findest ignorance, brute-mindedness, stupidity, attack it, I say. Smite wisely, unweariedly, and rest not while thou livest and it lives; but smite! smite in the name of God!" I suppose ignorance, stupidity, brute-mindedness rose before Carlyle in serried and embattled ranks, where any gallantly accoutered knight might find worthy foe; and if I could encounter them in that guise, what a gallant charge I would make. But the warlike spirit dwindles perceptibly, when I meet the worthy trio closely leagued and strongly fortified in a little stolid-faced child who stands at my knee. However, I whet up my battle-axe—a very mild one—and begin the attack.

"George, what letter is that?

"A. Say A, George.

"Look at it again, so as to know it next time. Now, remember that is A.

"Now, George, what is it? You don't know! Didn't I just tell you it was A? Try to remember it now, George."

"Ugh?"

But then it is a glorious work! You have heard the popular and eloquent Mr. B., who is a man of veracity, say so. Surely, it is a glorious work to train immortal minds; to build a temple that shall stand when palaces have crumbled, and the adamantine hills have melted away; to kindle a light that shall shine on when the world is lost in ruin, and the stars and suns have ceased to be. It is very exhilarating to hear all this; but after all, you and I don't often see the Eternal temples. We daub away with untempered mortar at the wretched little bricks that form our every-day building

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material; what we pile up one day falls down the next, very likely, and we see no great architectural results.

Edward Everett has told us that, "From the humblest village school there may go forth a teacher who, like Newton, shall bind his temples with Orion's belt; with Herschel, light up his cell with the beams of before undiscovered planets; with Franklin, grasp the lightning." And this encouraging statement is not without a certain air of probability, since it is altogether more likely that such a teacher would go from the school than he would continue in it; but, for all that, when we have been carried off into mid air by sublime words like these, and then have come down to the earth again, we find we are still the same ordinary mortals that we were before we went up, and that we are not likely to bind any thing upon our temples, except a wet towel for the headache; that we still burn kerosene in our cells, and find that high enough, without going as high as starlight; and, ignoble creatures, we have not the slightest desire to be burnt with lightning.

Truly, there seems to be a laughable incongruity between the lofty and inspiring words that men utter of this work, and the work as we find it day by day—dull, commonplace, absurd, and wearisome.

Is it because they have a higher stand-point than we, and can see further, while we grope with our eyes intent upon what is nearest and most obvious?

If work that is truly grand would only look so to those who are doing it, wouldn't it be a comfort?

It is another fruitful source of self-torment, that I never can make my real school come up to my ideal of what a school ought to be. Many a time, during the weary night hours, have I resolved a thousand possibilities in the way of teaching. Nothing is more delightful than to teach an ideal school. You have a fine theory of government founded on abstract principles of right and justice; you lay out complete, or at least symmetrical courses of study; you have adequate text-books to carry out your plans. Your ideal teacher is of clear understanding and broad culture, of unex-

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ring tact and great self-control; he wields unbounded influence over the ideal scholars, who are eager, aspiring, striding up the hill of science in true excelsior style. The parents and school officers are appreciative, and blandly, even thankfully pay the bills, and co-operate in all of your plans. Every thing in your theoretic school works beautifully. There is not a hitch in the machinery; bands, and wheels, and grooves, and pivots—every thing is smooth and perfect, and works with certainty to the accomplishment of the desired end.

But test the wonderful machine in real life. I know, and so do you, what would become of it. We might as well try to run a steam engine over the corduroy roads of Virginia. Every log is an uncompromising fact. The fine piece of mechanism would be shattered before it had gone half its length, and the heart-broken inventor would be glad of any clumsy-wheeled old wagon and patient donkeys that would bounce, and shake, and tumble him over the rest of the road.

So, theorize as I will, in real teaching the customs and opinions of the community, the clumsy text-books, the peculiarities of each scholar, my own faults, are so many absolute facts; they can not be ignored. Perhaps one out of twenty will work with my plan, the other nineteen go dead against it. So there is nothing left for me, poor mortal, but to pocket my ideal—the pieces of it—with a sigh, and a heart-sinking, and a general fading of the *corileur de rose* out of my special horizon, and go to work with what remains, —the stubborn, unmitigated facts. It is impossible to make the facts fit the ideal, so the school is made to suit the facts; and thus it happens that my real school is a great coming down from the one in the castle.

In the matter of school discipline, I believe its tendency in a Christian land should be to educate the conscience; to teach youth to have the fear of God rather than the fear of man before their eyes; not only to enforce certain school regulations to-day, but to instil principles of action that shall stand good under all circumstances of life. Yet not one teacher in a hundred has the moral power to govern in

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this way. Many govern by a sort of personal fear with which they inspire their pupils. Said the father of a lawless boy to such a one: "If my son feared the Almighty God one-half as much as he does you, I should have no anxiety for him in this world, or in the world that is to come." The teacher considered it a high compliment. It was a compliment to his success; but there is success that is failure, wretched failure.

I know a noted disciplinarian. He is at heart an arrant coward, as all bullies are, but his scholars seem to fear nothing so much as his displeasure. They prevaricate, and cheat, and lie to any extent whatever, in order to keep a fair face with him. He has quite a reputation as a successful teacher. His method of discipline is held up as quite marvelous; but I believe he is doing more harm than good. I had rather, a thousand times, a child of mine should be honest and upright, and get what knowledge he can by his wits, than breathe the tainted moral atmosphere of such a school.

Yet many teachers govern in this way—perhaps all do, to a certain extent.

"Look out! you'll get caught!" is heard oftener in my school than "It isn't fair! it isn't right! it's cheating!"

It does not answer to put scholars upon their honor, then blindfold your own eyes, and trust them. I tried it once—when I knew a great deal more than I do now—and made a signal failure. One has to work with both levers, the fear of God and the fear of man. We often strain and tug at the weakest and poorest of these because it is visible,—forgetful of the invisible, which is infinitely stronger and more far-reaching. In nine cases out of ten, I pursue any method that quickly and efficaciously meets the case in hand; and my fine ideas do little except make me uncomfortable that I can not live up to them.

My pupils only get a smattering of their various studies. Very few of them ever thoroughly investigate any subject. It is a mournful fact that the rising generation are not troubled with hungerings and thirstings after knowledge.

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I sometimes think my scholars use more of their native wits in devising means not to learn, than they do in learning. To be sure, it is creditable to read, and write, and spell your own language correctly; and desirable, in a business point of view, to understand interest; besides, there exists a general prejudice in favor of well-educated people. But beyond this, they do not see that learning adds any thing of beauty, or grace, or power to life. "What's the use?" cries a wide-awake fellow. "There's old Professor Graybeard, he meditates in Sanscrit, and wouldn't dream in any thing less than Greek hexameter—and I wouldn't be him for a fortune!"

The worst of it is, I have some misgivings of the sort myself. It is said that "Knowledge is power." I have written it in copy-books, and parsed it, and printed it on school banners; but my belief in it quakes sometimes. At least I know that I succeed in teaching my pupils but little of that available knowledge which is truly power.

LOCAL AND PERSONAL.

HENRY BARNARD. LL. D. This distinguished Educator has been elected President of St. John's College, Annapolis, Md. Dr. Barnard's energy and zeal combined with his knowledge of Educational matters and wants will tend to make his influence in this new and important position felt for good.

Dr. Barnard has devoted his life's energies and talents to the cause of Education, and though his efforts can neither be properly appreciated, nor rewarded in his day, we doubt not that the future generations will rank him high among those who have given their talents and labors to the elevation of mankind.

As Editor of the American Journal of Education, Dr. Barnard has done a work for which all teachers and friends of Education have reason to be grateful. And yet how few at the present time do anything towards the support of this valuable publication. Were it not that teachers are so meagerly compensated as to be really unable to expend much for educational works, we should feel that they were really culpable for neglecting to provide themselves with that store-house of pedagogical literature,—Barnard's Journal of Education.

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NEW TOWN. Teachers should not forget that our recent Legislature added a new town to the previous list,—the whole number now being 168. The new town is MIDDLEFIELD, formerly a part of Middletown, and with our own knowledge of the people of this section, we do not hesitate to express the belief that in general enterprise, interest in education, temperance, and every good cause, it will assume a very high rank among the towns of the State. For many years the school-houses and schools of this section have been among the very best. We welcome Middlefield as a new town and wish that prosperity may ever abide within its limits.

NEW SCHOOL. We learn that our friend, A. Norton Lewis, Esq., who has faithfully and acceptably discharged the duties of Superintendent of schools in Waterbury, is about to open a boarding school in Woodbury. It is a cause for regret that so many of our best teachers and educators are compelled, from want of adequate compensation, to abandon work in our public schools. While we regret to lose Mr. Lewis from the position he has so long and so well filled, we wish him abundant success in his new field of labor.

PROF. CAMP. We hope our readers will not overlook the interesting letter from the Editor in the present number. We are confident they will feel gratified to learn that he is enjoying his tour, and that his health has greatly improved since he left home.

We had hoped to receive from one long familiar with Prof. Camp and his many and important services in the cause of education, a somewhat detailed account of his labors in behalf of schools, but the article has not yet come to hand. To those who have known him as an instructor, no words of commendation are necessary. He was ever ready, not only to impart instruction, but also to give aid and encouragement to all under his charge. Having engaged in teaching in the Normal School at its organization, he gave to it his earnest efforts and heartfelt sympathy, and was ever watchful of its interests, and ready to labor in season and out of season for its prosperity. No one not familiar with all the circumstances can fully realize the immense amount of toil and effort on the part of Prof. Camp to secure to the school the advantages it has enjoyed. We hope soon to see a full and detailed account of his efforts in behalf of common schools in this state.—ED. PRO TEM.

☞The next number of the Journal will be issued in September.

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AMERICAN INSTITUTE OF INSTRUCTION.

The Thirty-seventh Annual Meeting of the AMERICAN INSTITUTE OF INSTRUCTION will be held at Burlington, Vt., at the City Hall, on the 7th, 8th, and 9th days of August, 1866.

The Board of Directors will meet at the American House on the 7th, at 11 o'clock, A. M.

The public exercises will be as follows:

TUESDAY, AUGUST 7.

2½ o'clock, P. M., the meeting will be organized, and the customary addresses will be made; after which there will be a discussion upon the following subject. "*Our Schools—their influence on* 1. *Agriculture;* 2. *Commerce;* 3. *Manufactures;* 4. *Civil Policy;* 5. *Morals.*"

At 8 o'clock, P. M., a Lecture, by Moses T. Brown, of Cincinnati, on "*Reading as a Fine Art.*"

WEDNESDAY, AUGUST 8.

At 9 o'clock, A. M., a Discussion. Subject: "*Reading as a Fine Art.*" At 10 o'clock, A. M., a Discussion. Subject: "*Graded Schools.*" At 11 o'clock, a Lecture by Milo C. Stebbins, of Springfield, Mass. 2½ P. M., a Discussion. Subject: "*Education and Reconstruction.*" At 8, P. M., a Lecture, by Prof. W. S. Tyler, of Amherst College.

THURSDAY, AUGUST 9.

At 9 o'clock, A. M., a Discussion. "*Our Schools, &c.*"—subject of Tuesday, P. M. resumed.

At 10 o'clock, A. M., a Discussion. Subject: "*Half-time System.*"

At 11 o'clock, A. M., a Lecture, by Prof. S. S. Greene, of Brown University.

At 2½ P. M., a Discussion. Subject: "*Place of the Sciences and the Classics in a Liberal Education.*"

At 4 oclock, P. M., a Discussion. Subject: "*Object Teaching.*"

Governors Bullock and Dillingham will be present on Thursday evening.

A liberal reduction in their rates will be made by the hotels at Burlington. The charges will not exceed $2 per day.

The citizens of Burlington generously proffer gratuitous entertainment to lady teachers in attendance.

Tickets from Boston to Burlington, and Return, via Lowell and Vermont Central Railroad, at $8.00 (one-half the usual rate). Excursion Tickets to Montreal and Indianapolis, at a low rate. The precise terms will soon be announced. Tickets may be had only of Lansing Millis, 5 State Street, Boston.

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Free return tickets over the Connecticut River, and Rutland and Burlington Railroads to members who come over those lines.

The NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS will meet at Indianapolis, Ind., August 13th and 14th; and the NATIONAL TEACHERS' ASSOCIATION in the same place, on the 15th, 16th, and 17th of August. The place and time of the session of the Institute have been so arranged as to facilitate attendance upon the meetings at Indianapolis.

BIRDSEY GRANT NORTHROP, *President.*

C. A. MORRILL, *Secretary.*

BOSTON, June, 1866.

BOOK NOTICES.

THE LITTLE THINGS OF NATURE, considered especially in relation to the Divine benevolence; by Leo Hartley Grindon, Lecturer on Botany at the Royal School of Medicine, Manchester, Eng. Second Edition revised. Boston: Nichols and Noyes. 12mo. pp. 88.

Also, THE PHENOMENA OF PLANT LIFE, by the same author. Boston: Nichols and Noyes. 12mo. pp. 93.

Messrs. Nichols and Noyes merit our thanks for collecting and publishing these two interesting series of papers, which originally appeared in an English periodical. The author, with microscope in hand, and with a fine appreciation of the divine goodness, which so planned the minutest and most secret operations of Nature that they should "minister delight to man," reveals just enough of her wonders and beauties to allure the reader to a further search.

We heartily commend these books to young students, feeling sure that they will rise from their perusal the possessors of a new and noble source of enjoyment. Elegantly bound in green and gold, they are well suited for gift books.

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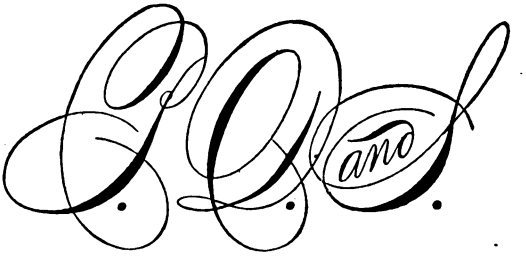

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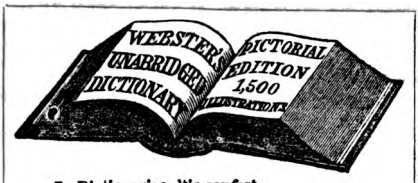

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The Connecticut

COMMON SCHOOL JOURNAL,

PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

DAVID N. CAMP, New Britain, Resident Editor.

Vol. XXI., AUG. & SEPT., 1866.

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THE Connecticut Common School Journal

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, AUG., SEPT., 1866. Nos. 7, 8.

EDUCATIONAL IDEA OF COMMON SCHOOLS.

IT is not enough that we have school-houses furnished and warmed, and whose halls echo with the prattle of school duties. When our ancestors planted the school by the side of the church, it was not merely the organization they meant in either case. They bound them together in obedience to a lofty principle, and bequeathed to us the legacy of their thought. The church, indeed, had acquired a significance that was well known, not only here on the narrow margins of the forest, but as well in the midst of time-worn institutions and ideas in the old world, by the sturdy independence, the firm will, the vigorous intelligence, and the keen sagacity with which it had evolved, enthroned, and defended new ideas of humanity, government, civil freedom, and religious truth with which it set into the organisms of existing states and religions that diamond truth, flashing with the primal thought of the man, alone, before his God, before the law, in the presence of life, and in contest with knowledge,—the man, the central, normal unit, for whom was government, religion, society. So, in the establishment of the school, it was such an institution as to *draw out* the mind of the child

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in all the approaches to manhood, so that it should have power, from its own stand-point, to consider and discuss every theory of error or of truth,—ability to comprehend and rightfully measure its discoveries and condense them into well-balanced judgments,—forecast to see the future influence and dominion of its adjudicated truths,—and stability and moral purpose to stand by its convictions to their final triumph in the individual and the municipal life. To this end they required in those who would teach, the highest gifts of nature, the broadest culture of the schools, and the most perfected graces of the heart, and the schoolmaster, like the minister, was a man of reverence, a shining light, a molding social power,—

> ——" he had the look
> And air of one who wisely schemed,
> And hostage from the future took
> In trained thought and lore of book.
> Large brained, clear-eyed,—of such as he
> Shall Freedom's young apostles be,
> Who following in War's bloody trail
> Shall every lingering wrong assail;—
> All chains from limb and spirit strike."

In the light and warmth of this binary idea of the church and school, society developed rapidly, solidly, with intellectual poise, with vital keenness, with dominant purpose. Each member of the community grew into sovereignty. The bond of union became fraternal equality, and in the equilibrium of these two forces, social influences became lightsome, pervasive, invincible. And it required but little more than one hundred and fifty years for such educators, at work upon such principles of culture, to have wrought out a stability of social condition, a heroism of individual will, a strength of economical philosophy, that not only enunciated to the most enlightened government, at that time, of the world, the laws of political righteousness and wisdom, but with a baptism of blood successfully consecrated these laws as the foundation of a new and independent nation.

Nor this only. Minds and hearts thus educated were found to have developed other qualities of character that had

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been supposed to belong almost exclusively to the privileged and dominant classes of society,—ambition for achievement,—tirelessness in exploit,—taste for civilizing refinement,—the impulse to embody ideas in material outlines, in scientific formulas, in artistic melody, canvas, and marble, or in the compact, thoughtful page. Every man became an affirmative center of influence, for the opening and enlarging of the avenues of social and industrial life; a seed-bearer, the pollen from whose flower-cup, blown by the winds of a ceaseless activity, fructified in all the surrounding fields of humanity. Enterprise and conquest were thus inaugurated, and the thought so divinely introduced on the "broidered borders of the land," has spread up its magnificent rivers, centralized about its oceanic lakes, and blossomed in wavy fields and spire-tipped cities over its gigantic prairies, so that not only throughout the Northern States, but in the virgin States of the Pacific, with the first chippings from the axe and the first sod-turnings of the plow, have the church and school reappeared, till the educational spirit and vigor of the Atlantic Bays has spread over mountain and plain, from coast to coast, and holds invisible and irrevocable sway over all the thoughts, the acts, and the prophecies of men.—*Boston School Report.*

NOTES OF VISITS TO EDUCATIONAL INSTITUTIONS OF EUROPE. No. II.

In the July number of the Journal, some account of our observation of the educational institutions in Liverpool and Birmingham was given.

From Birmingham we went to Stratford-on-Avon, where a portion of two days was very profitably occupied in visiting the birth-place, the tomb and other objects of interest, associated with the immortal Shakspeare. Here we saw the Free Grammar School in which he was educated. This school was founded in the time of Henry VI.; its revenues were

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confiscated in the reign of Henry VIII., but were restored by his son, Edward VI. It is known as Shakspeare's School, and is situated near the chapel of the Guild of the Holy Cross. The desk at which Shakspeare sat is in the museum in Shakspeare's House, as his birth-place is called. Back of this house is a very neatly kept garden, containing the various kinds of plants of which he speaks in his writings. We crossed the fields about a mile to Shottery, to visit the cottage of Ann Hathaway, where the poet found his wife.

At Warwick, we visited the magnificent old feudal castle of the Earl of Warwick, and the grounds surrounding it, and then went to Oxford, where we found a day much too short a time for a visit to the colleges, halls, libraries, museums, cathedrals and churches of this renowned city. We saw much to interest and instruct at every step; but after a brief visit to the colleges, halls, museums, &c., we passed all the time we could spare in the Bodleian Library and Radcliffe Reading Room. This magnificent library is a wonder of itself; its extensive collection of books, manuscripts, prints, coins, and models, introducing one at once to the mind and thought of past ages and different countries of the world.

From Oxford we went up to London, which then became our starting point from which to visit such of the schools and educational institutions of Great Britain as time and circumstances would permit. We had letters to the Government Office in Downing street, and from that office were furnished facilities which enabled us to make the best use of the few weeks we could give to examining the educational system and visiting the institutions of England. We are under especial obligations to Sir H. A. Bruce, Vice-President of the Committee of Council on Education and member of the late ministry, and to Mr. Lingen, the Secretary of the Committee, for information and letters which were of great service to us. We are also much indebted to Rev. James Frazer of Reading, and to Rev. W. Rogers of London, for letters, information and personal attentions. The former gentleman passed six months in America as a commissioner from the Committee on Middle Class Education, and his report which

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has been submitted to the Committee, and, though not yet published, was kindly placed upon our table for perusal, gives the most clear, comprehensive and correct statement of education in America, that we have seen from any English writer.

We gave most of our time to an examination of the Normal or Training Schools and Model Schools connected therewith, and to the schools both in city and country which were aided by parliamentary grants. We also visited two of the Queen Colleges, several of the English Endowed Schools and Grammar Schools, and some private schools. The principal Normal and Training schools which we found time to visit, were,

The Home and Colonial School Society's Training Institution for females, in Gray's Inn Road.

Of the National Society's Institutions,

The Battersea Training School for males, at Battersea;

St. Mark's Training College for males, at Chelsea, and Whiteland's, for females, at Chelsea.

Of the British and Foreign School Society,

The Borough Road, for males, at Southwark; and the Stockwell Normal School, for females, at Stockwell.

Of the Wesleyan Society,

The Wesleyan Training College, at Westminster.

In Scotland, of the Established Church,

The Edinburgh Normal School, for males and females, and the Glasgow Normal School, for males and females.

Of the Free Church of Scotland,

The Edinburgh Free Church Normal School, for males and females, and the Glasgow Free Church Normal School, for males and females.

In Ireland, the Dublin Normal School and Model School.

In some of these schools, we passed a whole day, and in one or two instances, two days, in other schools we remained only a few hours, while in two or three, owing to the hours of session, we were able to see a part only of the different departments. We should be glad to give our readers a detailed account of our visit to each of these institutions, but

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the limits of this article will not permit. We were much interested in all of them, and in some of them we saw much of method and system which we believe could be successfully introduced into American Normal Schools. The rectors, headmasters, and assistants, very kindly afforded us an opportunity of studying the plans of organization and of observing the methods pursued. We gratefully acknowledge our obligations to these persons and to the officers of the societies having charge of the different schools.

In the Home and Colonial Training Institution, Gray's Inn Road, there are four distinct classes of students. 1st, there are one hundred and forty students in course of training for schools in connection with the government. 2d, this school provides for the teaching of a class of young persons to fill the office of private governess. 3d, it educates a class under eighteen years of age, and 4th, it provides a temporary place for teachers trained but not certificated, who require additional instruction. Only the Queen's scholars or those included in the one hundred and forty preparing for government scholars have a residence in the Training school.

The Model and Practicing schools consist, 1st, of a model, mixed and infant school; 2d, a mixed and infant practicing school, and 3d, a mixed, middle or upper class school of persons who have passed through the other schools. The model infant school accommodates about one hundred and sixty children. The children in the first or lowest section are from two to four years of age; in the second section, they are mostly from four to six years of age, and in the third or highest section, from five to seven years of age. The children assemble in two rooms, the one for older children having a single gallery, while the room for the younger has two galleries and is divided by a curtain most of the time, so that there are in all three galleries, one for each division of the school. In this department the children are supposed to be in school and engaged in some exercise, about twenty hours each week, besides recesses. This time is appropriated nearly as follows:

For Scriptural Instruction, 3 hrs.; Moral Instruction, 45

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mi.; Gallery Lessons, 2 hrs. 30 mi.; Numbers, 2 hrs. 30 mi.; Reading, 3 hrs. 30 mi.; Dictation, 1 hr.; Singing, 45 mi.; Kinder Garten Instruction, 1 hr. 45 mi.; Needlework, (for girls, the boys have writing or arithmetic at this time,) 3 hrs. 30 mi.; Miscellaneous, 45 mi. Some of the lessons are changed each day. The following was the daily programme at the time we visited this school.

9.15 to 9.30 Assembling.
9.30 to 10.15 Religious Instruction.
10.15 to 10.45 Number or Reading.
10.45 to 11 Playing in open air.*
11 to 11.30 Language, Geography, or Object Lessons.
11.30 to 12 Reading or Number.
12 to 12-05 Dismission.
1.45 to 2 Assembling.
2 to 3 Reading, Number, or Language.
3 to 3.45 Boys, Writing or Number; Girls, Needlework.

On the first day of our visit to this school, there were in the first or lower room, a mistress presiding, six pupil teachers hearing classes, and eight teachers from the Normal School observing and taking notes. Classes recited in Number and Reading, and Gallery lessons were given on a Tortoise and some other subjects. A part of these lessons were called criticism lessons. The criticisms were made in the presence of the teacher of the class, first by the members of the Normal School, and then by the mistress of the room. In giving an object lesson, the teacher of the class had a table on which the objects were laid, as the tortoise shell, &c., and two blackboards, one for drawing a representation of the object, and the other for writing out the lesson as it proceeded. In the second room we were present at a dictation exercise, a writing exercise, and a lesson in reading. In all these exercises there seemed to be a distinct object constantly in view, and the whole work was conducted with reference to this object. Thus, in Reading, the aim at one time, or with one class, was mechanical execution, at another, to give information, and at a third, to cultivate expression.

* The yard or quadrangle is paved and a portion of it covered with a roof.

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At a second visit to this institution, we had the pleasure of hearing an excellent scripture lesson on the Jewish Feasts, given to the upper school, by Mr. Coghlan, its head master.

Students in the Normal Department receive instruction in Reading, Writing, Language, Arithmetic, Geography, English History, Natural History, Physical Science, Domestic Economy, Object Lessons, Drawing, Needle Work, Music, Scripture, Church History and Service, and in the principles and practice of teaching. The course is two years. Students of the first year receive eight hours' instruction weekly in the principles and practice of teaching; those of the second year, have a much larger proportion of the time given to professional instruction with observation and practice in the model and practicing schools. Mr. Dunning, a veteran teacher, specially qualified, who has been thirty years in the institution, and Mr. Coghlan, Superintendent of the upper school, give most of the professional instruction, and Rev. Mr. Evans, the rector, that in Church History and Service. We are indebted to all these gentlemen for courtesies shown us while at the Institution. It was from this Institution that Mr. Sheldon, Superintendent of the schools of Oswego, obtained a teacher, (Miss Jones,) who co-operated with him in introducing the system of Object Teaching now so successfully employed at Oswego, and many other places in this country.

The other Church Training Schools in which we passed much time, were St. Mark's College, Chelsea, and the Battersea Training School, Battersea. Both of these institutions are for training masters only. Each has a large practicing school connected with it, made up of children of different ages and attainments. The members of the training classes lodge and board in the colleges, the same as the government students at the Home and Colonial Institutions.

In St. Mark's College, we heard an excellent lesson in Religious Teaching, given to the advanced class by Mr. Dawes, the Normal master. It included the matter to be taught and the method of teaching. The politeness of Rev. J. G. Cromwell, the Principal, and Mr. Dawes, also enabled us to be

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present at recitations in the practicing schools, conducted by the master, assistants, and pupil teachers, in Reading, Writing, Arithmetic, Dictation, History, and a Scripture lesson. We were much interested in the plan and methods adopted in this institution.

At the Battersea Training School, we devoted a considerable portion of the time to the model or criticism lessons given by members of the Normal School to classes from the practicing schools in the presence of the students of the Normal School. This has ever been an important feature of this institution and is very successfully carried out.

Classes from the practicing schools, comprising from twenty to forty children, were brought into the lecture hall of the Normal School and occupied seats fitted up for this purpose, while the students were seated in the gallery with pencil and note-book. The persons giving lessons had previously prepared sketches of the same, which had been examined and corrected by one of the masters. The first lesson was on the "Herring Fishery." The student giving the lesson brought in several articles used, together with drawings prepared on thick paper for illustration. He also sketched several objects on the blackboard as he proceeded. One lesson given was on "Grafting;" another, on "Boot Making;" and another, on the "Rebellion of 1745." These lessons were not lectures or mere talks to children, but were thorough and exhaustive. Illustrations were used whenever practicable. Thus in the lesson on "Boot Making," the tools, the materials, the parts of a boot, a boot partly manufactured, and a finished boot, were all before the class. In the lesson on the "Rebellion," the geography of Scotland and social life of the people were commented upon, as well as the antecedents and consequences of the rebellion. The children were questioned at each step, and facts given only when the class seemed ready to receive them. After the lessons were concluded, they were criticised by those of the students appointed for the purpose, then by the assistant teachers, and last by the principal.

Our visits to the Training schools of the other societies and

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to other educational institutions were full of interest to us, but we must omit any account of them in this number for we have already extended this article beyond the limits we had assigned to it.

For the Common School Journal.

THE OLD SCHOOL-HOUSE—AFTER-THOUGHTS.

I visited—some days ago—the old school-house at "the cross-roads," where my juvenile years were spent. It is a white house, standing in the broad sunlight, surrounded by trees, too far away to cast a single shade over it. It is sumptuously furnished with oak benches. The "high bench"—for the "big boys and girls"—is near the wall, and backed by a broad shelf or "counter," which cuts a ridge in the shoulders when you face the center of the room, and a corresponding ridge in the chest when you swing round to study. Then there is the low bench for the children, serving also as footstool for the older ones. I remember sitting on it, or rather hanging from it, many a weary day, while the blood tingled and prickled in my "wee dangling feet:" but the sharp command "Don't swing your shoes!" had rung in my ears too many times to admit of my seeking any such relief, and I never rebelled in those days. School-teachers were the objects of special reverence twenty years ago, and we old-fashioned little ones never dreamed of impudence or mutiny.

The walls bear the pencil-marks of riper years, too ripe for the School-room. In fact gone to decay.

Such an unfortunate coupling of names! I discovered my own linked with that of a classmate, now a renowned horse-jockey: and I remember it was done "just to plague me" for he was a rude boy even in those early days.

So much for the ex and in of the school-room.

What of the lessons we learned there?

I remember that when I was twelve years old—and those were my last days in the little school-house—"our class" had

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"been through" Thompson's Series of Arithmetics, finished Smith's Grammar, learned some stupid Geography, and could read, spell, or parse *anything*.—We had learned these things —I believe with tolerable thoroughness, so far as doing and knowing go; but that knowledge we had no means of imparting. There was no *analyzing* and *explaining* in those days. We worked hard, and "did our sums," page after page; and nobody knew or cared whether we went through any process of reasoning or not. We were not always satisfied, to be sure. Often and often I have asked a teacher *why* such, or such a process of figuring was necessary, and invariably received the answer, "Because the Rule says so." But I do not think we reposed wholly in that answer; I believe the more thoughtful of us *did* understand what we were doing in whatever branches we *liked*, and in others we did just as scholars do in these days—got along as easily as we could.

Now I do not mean to say that the system of education has not improved, now that schools are graded and classified, text-books are more concise and intelligible, and teachers have better training for their work; though I cannot enter any school-room now, and find scholars so far advanced in *books*, as those I knew in the public schools of my childhood; nor would I dare say from my own experience in studying and teaching, that they understand more thoroughly what they learn. I am afraid I can say, with too much truth, that *some* of our graded schools in Connecticut are not so much improved as their high character and advantages would lead us to expect, from the public schools of twenty years ago, or the mixed schools of the present day.

But in other things than the study of Arithmetic, Grammar, and Geography, there is a marked and a *happy* change. If scholars are taught less from books, they are taught far more aside from books—it is a pity that *parents* are not educated to see that this is the truer culture—.

So long as I attended the mixed school, I never heard a song in the school-room, and not more than one dozen of the scholars I knew there, ever *could* or ever *have* sung a note.

In our graded schools, and in many of our mixed schools

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now, every child can sing, and at morning and evening a vocal chorus rises from infant lips to Him who never neglected *the children*, or thought them of little consequence.

Music is now the *great attraction* of the school room, and takes away much of the tedium of the six hours confinement.

Many things are taught in a *manner* to render them pleasing. Geography especially is now, with the use of maps, a most interesting and useful study, while without them it was tedious and unprofitable.

But the best improvement must still be in other things.

Our schools should be more the places for true *mental culture;* and this is a broad term, and means much more than can be learned from books alone. Everything which is taught should combine, so far as possible, *moral* and *spiritual*, with *intellectual* truth: for in no way can the intellect be so impressively trained, as through the heart and soul. The principles of *right* should be constantly instilled, and no opportunity lost to teach a moral lesson. Every fact that is impressed on the mind, should be coupled with a thought, which shall find its way to whatever is susceptible in the nature of a child; and it should be a carefully weighed thought, in all its bearings and possibilities of construction, for children are rapid and acute thinkers, and one mistaken impression may do the very soul a harm which cannot be eradicated. If teachers would keep forever before them the idea that they are dealing with young immortals, they could not help being more earnest, more faithful, than is often the case. If they would but remember their own school days, and the many instances in which an unjust word from a teacher wrought a sore and bitterness which lasted for months and years; or if they would not forget that a kindly word,—a tender word,—though it may have been to reprove or admonish—an encouraging word—how it cast its sweetness through all the temper and spirit and inspired anew a love for God and good. If they would bear all these things in mind, would they not be more patient with the weak, more earnest with the wicked, more prayerful for all?

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This teaching is not—it ought not to be—a work for so many days for so many dollars. This makes teaching a drudgery, and learning a vexation. Teachers should give up some little time aside from the busy, anxious six hours, to thinking and praying about the best means for arriving at the highest mind, heart, and soul culture, of those who are committed to their care.

From such meditation they should seek to gather strength against that irritability which is the scourge of the school-room, and patience for those every day, nameless annoyances, which wear out the life and energy, as truly as sighs drain the heart.

There is a sacred work—a work which should not be touched with unhallowed fingers—among the children who are coming up after us. Shall we shirk its responsibility and plead all sorts of selfish excuses for neglecting the most essential part of a true teacher's mission; or shall we set about our broad and high duty in earnest, and with untiring and self-forgetting zeal try to know, and to do—not with eye-service—as men-pleasers, but unto God!

Then, and not until then, will the teacher's life be satisfactory, or yield such results as we most desire in the rising generation.

It may be hard work, and unremunerative work; slow work, and thankless work; but it is *God's work*, and in due season we shall reap if we faint not.

"Sow with a generous hand;
Pause not for toil or pain."
Weary not through the heats of summer;
Weary not through the cold spring rain;
But wait till the Autumn comes,
For the sheaves of golden grain."

BEULAH B.

Madison, August 20th, 1866.

OHIO.—The Board of Education of Cincinnati have raised the salaries of Teachers in the public schools of that city ten per cent.

Educational Monthly.

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NORMAL SCHOOL.

The examination and exercises in connection with the Seventeenth Anniversary of the State Normal School took place the 17th, 18th and 19th of July. The first two days were devoted to the examination of the several classes. Most of the members of the Board of Education were present during the two days.

On the evening of the 18th, a large audience assembled to listen to the oration and poem before the Literary Societies. The former was by Rev. J. E. Rankin of Charlestown, Mass., and the latter by Wm. H. Burleigh, Esq., of Brooklyn, N. Y., and both were highly creditable and appropriate performances.

On the afternoon of the 19th, the Centre Church was well filled by those who had assembled to listen to the exercises of the graduating class. The several essays and orations were well written, and a credit to their authors. When it is considered that the class had not enjoyed the advantages of a special drill under a professional elocutionist, as other classes have done, we think it may be said that its members did remarkably well. We feel assured that for good character and application the several members of the class have not been surpassed by previous classes, and as they go forth to labor in the schools they will, we doubt not, do a good work. The following was the order of exercises:

1. Introductory Prayer.
2. Music.—Bright Shine Your Fame Forever.
3. The Educator's Strength, J. Newton Green, Putnam.
4. Resoluteness of Purpose, Mary P. Hart, Plainville.
5. Invisible Battle Fields, Elizabeth C. Kirk, Waterbury.
6. King Cotton, Julius H. Pease, New Britain.
7. Ambition, Hattie B. Wolcott, Wethersfield.
8. Word Pictures, Jennie M. Atwood, Bristol.
9. Music.—Night's Shade No Longer.
10. Martyrs, David H. Harris, East Putnam.
11. Guiding Light, Kate L. Warren, New Britain.
12. The Ocean, Annie G. Kennedy, New Britain.

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13. Mountains as Teachers, M. ADELIA VIETS, New Britain.
14. The True Spirit of Scientific Investigation,
W. WEBSTER DAVENPORT, North Stamford.
15. Color, MATTIE F. PEASE, New Britain.
16. The Benignities of Literature, ABBIE M. BUNCE, Burnside.
17. Grace Darling, ELLEN E. WOODFORD, Avon.
18. Music.—Distant Music.
19. Economy in Educational Expenditure, THOMAS ODELL,
New Britain.
20. The Schoolmaster in "Snow Bound,"
ELLEN TULLER, Simsbury.
21. Memory's Bells, a Poem, LOTTIE D. BUTLER, Stonington.
22. Thoughts to be cherished, ALICE J. ROWE, Fair Haven.
23. God in History,—with the Valedictory,
GEORGE W. HARRIS, Wethersfield.
24. Music.—Calm on the listening ear of Night.
25. Presentation of Diplomas.

26. PARTING ODE.

WORDS AND MUSIC BY MEMBERS OF THE CLASS.

Side by side,—our footsteps treading
Learning's steep and toilsome way,—
With a strong and noble purpose,
We have labored day by day.
Now we stand where paths divergent
Mark our separate onward way,
And our hearts are filled with sadness
As we sing our parting lay.

Oft impatient, we looked forward
To the point we've gained at last,—
Now we linger half regretful,
O'er our happy school-days past.
We shall miss our pleasant gath'rings
In the Halls we've loved so well,—
Faithful teachers! happy school-mates!
It is hard to say—farewell.

But the future beckons onward,
Pointing still to heights sublime.

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Shall we, on our late won "laurels,"
'Neath the shades of sloth recline?
We have chosen our vocation,
And with courage strong and true,
We will join the ranks of teachers,
And our upward way pursue.

May the same kind Hand, that ever
In the past hath marked our way,
Guide us in our future pathway,
To the realms of endless day.
Then, once more a band united,
Conquest over,—victory won,—.
May we each, at Heaven's glad portals,
Hear the Welcome words—"well done."

27. Inauguration of Col. HOMER B. SPRAGUE, as Principal of the School.
28. Benediction.

The music, under the direction of Prof. Bartlett, was excellent and called forth strong expressions of praise.

The diplomas were presented to members of the graduating class by Gov. Hawley, who made a highly sensible and appropeiate address to the class. The Governor manifested his interest in the institution by being present during the last two days of the exercises.

After the presentation of the diplomas, Homer B. Sprague, Esq., was inaugurated as principal of the school. In accepting the trust he made a pertinent and felicitous address.

The number of alumni and strangers present at this Anniversary was less than we have ever known on any previous occasion.

During the ensuing year the school is to be under the charge of Homer B. Sprague, Esq., as Principal, and J. N. Bartlett, Esq., as Assistant Principal, and it is to be hoped that its principles may be enjoyed by a large number of pupils. Prof. I. N. Carleton who has acted as Principal during the last term, succeeded admirably in the discharge of incumbent duties, and gave very general satisfaction to all concerned. N.

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SUMMARY OF STATISTICS,

Relating to the Common Schools of Connecticut, for the year ending August 31st, 1865.

Number of towns in the state,	162
Number of towns which have made no returns,	0
Number of school districts in the state,	1,623
Number of common or public schools,	1,662
Number of departments in public schools,	1,991
Number of children between the ages of four and sixteen years, January, 1865,	114,825
Number of children between the ages of four and sixteen years, January, 1866,	118,812
Increase over previous year, 1865,	3,987
Average number in each district between four and sixteen years of age, January, 1866,	74
Average length of winter school in weeks,	18
Average length of summer school in weeks,	17
Whole number of scholars registered in winter,	78,149
Whole number of scholars registered in summer,	71,603
Per centage of those enumerated registered in winter,	68
Average attendance in winter,	57,131
Average attendance in summer,	51,751
Per centage of attendance in winter as compared with number registered in winter,	.73
Number in public schools over sixteen years of age,	2,544
Number of male teachers in winter,	655
Number of male teachers in summer,	113
Number of female teachers in winter,	1,448
Number of female teachers in summer,	1,959
Number of teachers who have taught the same school two or more successive terms,	1,074
Number of teachers who never taught before,	558
Number of teachers who are reported as having attended a Normal School,	391
Average wages per month of male teachers, including board,	$49.00

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Average wages per month of female teachers, including board,	$22.61
Number of schools of two grades,	113
Number of schools of three or more grades,	73
Number of new school-houses erected during the year,	20
Number of school-houses reported 'good,'	1,296
Number of school-houses reported 'bad,'	310
Capital of School Fund,	$2,046,522.23
Revenue of School Fund distributed February 28th, 1865,	$131,997.80
Revenue of School Fund distributed February 28th, 1866,	$136,471.94
Dividend per scholar from School Fund, 1865,	1.15
Dividend per scholar from School Fund, 1866,	1.10
Capital of Town Deposit Fund,	763,661.83
Revenue of Town Deposit Fund at 6 per cent.,	45,819.71
Amount raised by town tax for schools,	91,280.31
Amount raised by district tax for schools,	201,066.38
Amount raised by tuition for schools,	49,984.25
Amount raised from other sources for schools,	39,782.79
Amount expended for new school-houses,	62,353.50
Amount expended for repairs,	29,515.87
Number of school-houses without outbuildings,	177
Number of school-houses with enclosed yards,	246
Number of districts which have outline maps,	883
Number of districts which have a school library,	453
Number of districts which assess a tax on property,	291
No. of districts which receive tuition from resident pupils,	499

Report of Sec. of Board of Education.

PUBLIC EDUCATION IN GREAT BRITAIN.

In Great Britain, the term Public Education, as applied by government, is confined to schools maintained wholly or in part by public taxation. These are either schools for the poor, or schools for particular branches of the service of the Crown. Schools for the poor are either for the children of independent laborers, or for children who are paupers or vagrants.

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Schools for the children of independent laborers alone are within the administration of the Committee of Council on Education. Schools for pauper children are under the administration of the Poor Law Board; for vagrant children, under that of the Home Office. The war office and the Admiralty have also various schools in connection with their respective services.

A sum of money is annually granted by parliament for public education in Great Britain. This sum is administered by an establishment called the Education Department. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the "Vice-President of the Committee on Education." The committee has a secretary who is constantly occupied in the active duties of the office.

The following educational statistics are taken from statements made by Mr. Corry, the Vice-President of the Committee of Council, in the House of Commons, July 24th, on the proposal of a vote of the appropriation for public education in Great Britain, the current year.

The total expenditure for public education in 1865, was 636,810*l*, a decrease on that of 1864, of 18,231*l*. The expenditure for building, enlarging and improving schools, was 18,882*l*, a decrease of 9,423*l*. The decrease is supposed to have arisen from two causes. 1st. The number of schools already provided had diminished the number required to be erected by government aid; and 2d, the "conscience clause" had operated in a great measure to cause the managers of schools in country parishes to neglect applying for government aid.

The sum expended on the maintenance of training colleges was 75,624*l*, a decrease of 20,042*l* from the amount so expended in 1864. The government now pays for three-fourths of the expense of training colleges instead of the whole, as in 1864. The expenditure in annual grants, was 467,357*l*, an increase of 11,631*l*. The expenditure for the central office, London, and for salaries of inspectors, was 74,947*l*, an increase of 203*l*.

The number of schools inspected in 1865, was 8,438, an increase of 547; the number receiving annual grants, was 7,883, an increase of 610.

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The number of school-rooms or separate departments, under separate teachers, was 12,950, an increase of 1,132.

The number of children receiving annual grants, was 1,203,424, out of 1,243,055 present at inspection.

The number of certificated teachers in 1865, was 11,610, an increase of 701; and the number of assistant teachers was 912, or an increase of 224.

In 1865, there were 11,221 pupil teachers employed, a decrease of 940, owing principally to the operation of the revised code. The number of students in training colleges in 1865, was 2,482, a decrease of 257, resulting principally from a smaller supply of pupil teachers, and from the demands for educated men in other walks of life. The average attendance in day schools in England and Wales, in 1865, was 848,044; in Scotland, 159,010. The average attendance in night schools in England and Wales, was 33,904; in Scotland, 1,806.

As the result of the examinations in 1865, in England and Wales, the failures in reading were 11.23 per cent.; in Scotland, 7.64 per cent. In writing, the failures in England and Wales, were 13.09 per cent., while in Scotland, they were 20.13 per cent. In arithmetic, the failures in England and Wales, were 23.58 per cent., and in Scotland, 28.04 per cent.

We believe Scotland has always ranked higher in reading, and though the results of the examination indicate a greater proportion of failures in writing and arithmetic, in Scotland, than in England and Wales, the actual gain has been greater in the former country, for though she started much below England, her progress has been more rapid.

The estimates for the present year, were,

For schools in England and Wales, - -	431,694*l.*
For schools in Scotland, - -	75,900.
For building, enlarging and improving schools,	30,000.
For maintenance of Training Colleges, -	75,000.
For administration in London and for inspections, - - - - -	78,656.
Miscellaneous, - - - -	3,280.
Total, - -	694,530

In 1861, or before the revised code went into operation, the annual expenditure was 813,000*l.* Since that time there have been 1,119 schools and 249,000 scholars added to the number aided by government grants, and yet the expenditure has been reduced 177,000*l.* The diminution has been mainly in building, rent and allowance for training schools.

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RESIDENT EDITOR'S DEPARTMENT.

PERSONAL. It is with feelings of gratitude that we return from our temporary absence, and find ourselves among the friends from whom we have been separated for a few months. It is pleasant to travel when every day introduces the traveler to varied scenes and agreeable associations, and it is especially pleasant, when to the knowledge and intellectual enjoyment which travel brings, there can be added the conciousness that every day is giving renewed vigor to the physical constitution, restoring expended energies, and adding to health of body, as well as to intellectual culture and enjoyment. But it is also pleasant when the object of travel is accomplished, to return to one's native land, to breath the air of one's country, and to be again at home.

Our trip to Europe has been favorable in almost every respect. The war between Austria and Prussia and Italy somewhat circumscribed the limits of our tour, as at first projected, in the direction of those countries, but this circumstance gave us additional time in France and Switzerland and a second visit to Scotland. We return with improved health, and we hope the knowledge gained of European institutions and customs, will enable us to do our work better in the cause of education and humanity.

We thank those personal friends in this country, who advised our journey and made it practicable, and we also thank those European friends who contributed so much to our pleasure and comfort, and furnished facilities in our inquiries which money could not command.

Europe is full of lessons for every inquiring and attentive mind, and it will give a cordial welcome to the American visitor who goes there in the right spirit to enjoy its treasures. We most heartily commend to teachers and others who are borne down with intellectual labor, till life is almost a burden, and who can consistently take a vacation and a trip to Europe, to embrace the first opportunity and go to England, Scotland, Ireland, France, Switzerland, Italy or Germany, or to all, and breath the air, study the social life and habits of the people, and drink at the fountains of knowledge which these countries afford.

TO SUBSCRIBERS. A large number of subscribers paid for the Journal early in the year; a few others have remitted the amount since. To all these, we tender our thanks. There are however a

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considerable number who have not paid for the current year. Many of these are known to us as active teachers, who, we have no doubt, intended to pay for the Journal at once, but have omitted to do so. We would most respectfully, but earnestly, ask such and all who have not paid for the present volume, to remit the amount at once. No remuneration is expected for editing and mailing the Journal, but we should be glad to have the receipts cover the expense of printing.

ADVERTISING PAGES. We would call the attention of teachers and school officers to the books advertised in the Journal. We believe some of the best school books published will be found mentioned on our advertising pages.

PERIODICALS.

The NORTH AMERICAN REVIEW. The July number of this Quarterly sustains its high character. It has an Index for the one hundred and second volume; and its other contents are "Indian Superstitions; The Mahabharatu; Sumptuary Laws; Moral Criteria and the Moral Sentiments; The Mexican Question; John Randolph; The Mechanics of Modern Naval Warfare; The Rights of Suffrage; Critical Notices; Lists of Recent Publications." Boston. Ticknor & Fields.

The ATLANTIC MONTHLY. The September number contains one hundred and twenty-eight pages of reading matter, the contents of which are "The Surgeon's Assistant; On translating the Divine Commedia, poetry; Woman's Work in the Middle Ages; Passages from Hawthorne's Note Book; University Reform; The Voice, a poem; Life Assurance; A Distinguished Character; The Bobolink, a poem; Griffith Gaunts, or, Jealousy No. X.; The Chimney Corner for 1866, IX; An Italian Rain Storm; Incidents of the Portland Fire; My Little Boy; Lake Champlain; Yesterday; The Johnson Party; Reviews and Literary Notices; Recent American Publications." Boston. Ticknor & Fields.

OUR YOUNG FOLKS. There are several fine illustrations in the September Number, and the usual variety of interesting articles. Contents: "The Tale of the Whale; The Lily and the Beetle; Half Hours with Father Brighthopes, VI; The Pond of the Dolly's; Gracie's Friends; Memories of a Cripple; Little Pussy Willows;

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A summer in Leslie Goldthwaite's Life, IX; Afloat in the Forest; Up Early; Among the Studios, IV; Round the Evening Lamp; Our Letter Box." Boston. Ticknor & Fields.

HARPER'S NEW MONTHLY MAGAZINE. The September Number of this popular Magazine continues "Personal Recollections of the War," by a Virginian; its other contents are, "A Man's a Man for a' That; Army Life on the Border; Midsummer; Heroic Deeds of Heroic Men, XIII.; Texas Lost and Won; Absalom Mather; Two can Play at that Game; A Result of "The Lambeth Casual"; A May Basket; Wilmington During the Blockade; My Cross; St. Mark's Eve; The Mississippi River; Jones's Metempsychosis; Jack and his Mother; Our Vegetables; Editor's Easy Chair; Monthly Record of Current Events; Editor's Drawer." New York. Harper & Brothers.

BOOK NOTICES.

WORSHIP IN THE SCHOOL ROOM. A Manual of Devotion intended especially for the School, also adapted to the family, by W. T. Wylie. New York. Schermerhorn, Bancroft & Co.

This volume of more than two hundred and fifty pages, octavo, is designed to aid those who feel the importance of using every available means to impress Bible truth on the minds of the young; and to train the rising generation in the practice of Christian life. It contains more than two hundred and fifty lessons from scripture, selected with reference to some special topic or to enforce some duty of religion. Associated with these lessons are five hundred psalms and hymns with appropriate tunes to each. Every lesson is followed by a prayer adapted to the lesson. More than two hundred and fifty persons, either pastors or teachers, were employed in the preparation of these prayers. These christian educators representing all the evangelical churches of the country, have helped to give a variety and freshness to this part of the book that could not well have been secured in any other way. The Editor is entitled to great praise for his earnest efforts and careful judgement employed in preparing a work which we are confident will be welcomed by christian educators in all parts of our country.

THE NEW ILLUSTRATED EDITION OF WEBSTER'S DICTIONARY. This seemingly dry and certainly ponderous book has its peculiar

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charms. Here is collected and tersely set down a vast quantity of various and useful knowledge, such as is indispensable to educated men and women. Here are an hundred and fourteen thousand words, defined with a clearness, fullness, precision, and wealth of illustration, that denote the soundest scholarship, and the most entire fidelity to laborious details. Altogether the work is a marvelous specimen of learning, taste, and thorough labor. We praise it heartily, because we believe it deserves the heartiest praise.—*New York Albion.*

ANNUAL REPORT OF THE BOARD OF EDUCATION OF THE STATE OF CONNECTICUT, presented to the General Assembly, May Session, 1860, together with the Annual Report of the Secretary of the Board.

We have not had time to read this report, but from its table of contents, we learn that the report of the Secretary which occupies most of the volume, contains a summary of educational statistics for the year; A survey of the resources and population of Connecticut; Detailed Statistics of the Common Schools; Statistics and Remarks respecting High Schools and Academies; The Normal School; The Sheffield Scientific School; Colleges and Professional Schools; Supplementary Schools, and General Educational Influences; and also discussions of the Disadvantages of the District System; Suggestions with reference to Town action and Consolidation; Necessity of looking after the Destitute and Neglected; Employment of Children in Factories, and High Schools. In the Appendix, are Miscellaneous Documents pertaining to Education and to the Normal School, a list of School Visitors, Statistical Tables, The School Laws, and Extracts from Reports of School Visitors.

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By Frederick S. Jewell, A. M., Professor of English Literature, New York State Normal School, Albany. 308 pp. 12 mo. Price $1.50.

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We also have on hand and make to order, WOODEN BLACKBOARDS, coated with this SLATING, and secured in a frame like a School Slate; thus being left free to expand and contract They are in all respects equal to slabs of slate, and superior to them in the color and fineness of the surface. We have on hand various styles, suitable for Nursery, School, and all other uses to which a Blackboard may be applied.

TESTIMONIALS.

I have several Blackboards in my school, coated with the Eureka Liquid Slating, some of which have been in use more than five years. They are better to day than when the Slating was first applied. It deserves the best things that can be said of it, without qualification or abatement. (Signed) J. P. PAYSON, *Principal Williams School, Chelsea, Mass.*

I have used one of your Slated Blackboards nearly ten years. The surface, though excellent at first, seemed to improve all that time. I have used two other boards for several years, and it is my opinion that, when properly made, they will last a lifetime.

(Signed) E. ROBBINS, *New Haven, Ct.*

SOUTH BOSTON, May 3, 1865.

We have used the Eureka Liquid Slating upon all our Blackboards since September, 1864, and I do not hesitate to say that they are superior to the best slabs of slate.

(Signed) C. GOODWIN CLARKE, *Master Bigelow Grammar School, Boston.*

I am of the opinion that the Eureka Liquid Slating will always give satisfaction when properly applied. (Signed) JOHN D. PHILBRICK, *Superintendent Public Schools, Boston.*

My Blackboards are excellent. You can put me down in favor of the universal use of the Eureka Liquid Slating. (Signed) D. W. JONES, *Principal Comins School, Roxbury.*

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(Signed) F. B. SNOW, *Principal Bridgham School, Providence, R I.*

I know of no inducement that would influence me to remove the Slating from our Blackboards, and return to the former painted surface. It possesses all the essential properties of the best Blackboard surface so much desired, but never before obtained, viz.: noiselessness, durability, smoothness of surface, the absorption of the rays of light so that marks can be easily seen at any angle of vision, and especially the facility with which the chalk marks may be erased.

(Signed) E. B. JENNINGS, *Principal Bartlett High School, New London, Ct.*

Our Blackboards, to which you applied Munger's Eureka Liquid Slating in February last, are really excellent. We have never seen better boards than these. The surface is fine, soft, and smooth; the color is a dead black, with no reflection, so that a mark can be seen at any angle. Your assurance that, after a few weeks' use they would erase with perfect ease, is fully verified.

(Signed) MOWRY & GOFF, *English and Classical High School, Providence, R. I.*

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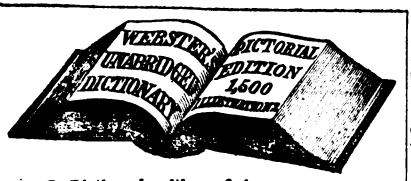

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The Connecticut

COMMON SCHOOL JOURNAL,

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UNDER THE DIRECTION OF THE

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Vol. XXI., OCT., 1866.

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Connecticut Common School Journal.

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, OCTOBER, 1866. No. 10.

NOTES OF VISITS TO EDUCATIONAL INSTITUTIONS OF EUROPE. No. III.

THE Normal Schools alluded to in the article under this head, in the last number of the Journal, are all Church of England Training Schools, and most of the teachers sent out from them, teach in diocesan or parish schools connected with the Church of England.

The British and Foreign School Society has two excellent Normal Schools which we visited. These schools are conducted on the principles which govern the action of this society, viz: that of "promoting the education of the laboring classes of every religious persuasion." Mr. Wilkes, the Secretary and General Superintendent, very kindly explained to us the plan and daily work of these schools, and took us through the different rooms and departments of each.

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divided into two sections. We were present at examinations in both divisions, on school management, conducted by the Principal, Mr. Curtiss. The questions proposed were comprehensive and pertinent, and required a thorough acquaintance with the principles of education, and school organization and management, to be properly answered.

The answers which were mainly correct, were full and far removed from monasyllabic replies, or quotations from the words of a text-book. The members of this school have a thorough training in methods of teaching and school management, in connection with observation and practice in the model and practicing schools in the same building. In these schools, there are 563 boys and 375 girls, under the immediate supervision of Mr. Langhton, the head master, who constantly inspects the normal students in all their proceedings in the practicing schools. We saw class recitations in these schools conducted by assistants, pupil teachers, and normal students. The questioning was pointed and spirited, and the answers usually prompt and accurate. The practicing school is arranged on the tri-partite system, with divisions, drafts and sections to correspond.

The Normal School at Stockwell is pleasantly situated, and the premises are very complete in their arrangements. This school provides for one hundred young women, who board in the school buildings and do most of the domestic work, such as preparing the meals, &c. A course of lessons is given each year on domestic economy, including the laws of health, the nature of the food and its preparation, and other topics of a similar nature. The professional instruction is similar to that given at the Borough Road Normal School. The model and practicing schools contain 190 girls and 120 infants. We saw in the infant department a fine example of the "Kinter Garten" system of instruction. This system as pursued at this school, not only gives an interesting variety to the school exercises, but is a valuable means of training for the eye and hand. The Stockwell Normal, Model and Practicing schools occupy buildings which are nearly new, and which were planned by Mr. Wilkes, the Superintendent.

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There are some excellent features introduced in the arrangements of the buildings and grounds, which we have not seen in any other place.

We had letters of introduction to the Rev. John Scott, Principal of the Wesleyan Training College, and through his kindness, and the courtesy of the Secretary and masters, we had a favorable opportunity to study the plans and witness the operations of this excellent institution. This College, which is at the Horse Ferry Road, Westminister, is but a short distance from the Houses of Parliament and Westminister Abbey. There were 128 students in the training department; 66 males, and 62 females; 70 of these entered the present year. The practicing and model schools consist of the infant's school, with an average attendance of 162; the junior, average attendance, 177; girls' school, average attendance, 136; senior, average attendance, 138; and model school, average attendance, 145. By means of these schools a large amount of professional instruction is secured to the members of the college. We cannot give an idea of the general plan adopted in this institution better than by quoting a paragraph from an address of the Principal, Mr. Scott, given at the commencement of the session, for 1866:

"In its first organization it was determined to adopt what was then called the Glasgow System, rather than any other, because it dealt directly with *mind*, and made the intellectual and moral *training* of the children the distinguishing feature of the school process. On this ground, we remain to the present. Hence the erection of galleries in our schools, the assembling daily of all the children for collective lessons, by which, instead of the dry didactic method of telling them everything by book lessons, knowledge is introduced into their minds by questions which exercise their thought, while they give them possession of the ideas; and then, as a further exercise of their intellectual powers, other questions are put to ascertain that the ideas have been received, and can be clearly reproduced. * * * * Instead of the old, crabbed method of setting the infant hard lessons as tasks to be learned by heart, lessons now, gently opening the understanding,

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unfolding its powers, and genially exciting the fancy and the feelings, are orally addressed; thought it thus elicited, and the mind is furnished with ideas and pictures on which the child feels it a pleasure to think."

We were present during two scripture lessons, one given to a class quite young, about Jesus; the other, to an elder class on the Life of Joseph. Both were characterized by thoroughness of preparation on the part of the teacher, who seized hold of a few points, and in a pleasing manner brought them to the understanding of the child. In other departments we witnessed the method of conducting exercises in grammatical and arithmetical analysis, reading, spelling, dictation and vocal music. The methods of class instruction in the normal department were similar to those already described as employed in other training colleges.

We were indebted to Prof. Lonsdale, Fellow of Baliol College, Oxford, and Professor in King's College, for a pleasant visit to the latter institution, and for much information respecting the plan and operation of similar institutions in England. King's College has a Theological and Medical Department, each under the charge of able instructors. In the Department of General Literature and Science, there is a general section, with a course of education, comprising Religious Instruction, the Greek and Latin classics, Mathematics, Modern History, French Literature and Language, and German Literature and Language; and an Oriental Section, with a course comprising the Sanscrit and Arabic Language and Literature, Bengali, Tamil, Telugu, Hindustani, Marathi, Gujaruti, English and Roman Law and Jurisprudence, Mahomedan and Hindu Law, Jurisdiction and procedure of the Indian Law Courts and Courts in England, and Political Economy.

In the Department of General Instruction in the Applied Sciences, the course embraces Religious Instruction, Mathematics, the different departments of Natural Science, Engineering, Surveying, and the usual subjects of a scientific school, and in addition, instruction in the art and scientific principles of Photography, in a glass house with commodious developing

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rooms erected for the purpose, and instruction in manufacturing art and machinery in the engineering workhouse. The workshops are fitted up with engines, lathes, forges, benches and all necessary implements for the students who are admitted at certain hours, to receive instruction from the Superintendent and experienced workmen. Several students were at work at the forges and benches, and we saw tools and engines manufactured entirely by the students which seemed as perfect as those made in the best manufactories.

In the evening classes, about seven hundred students were in attendance the last year. The course of instruction embraces thirty different subjects, including Divinity, Latin, Greek, French, German, Italian, Spanish, Portugese, and most of the studies of the scientific department, in addition to a thorough English course. Day and evening students can enter such classes as they choose, and perfect themselves in any particular subject without being compelled to take any number of subjects, or all in course.

The King's College School, which is in the same building as the other departments, has two divisions: one of classics, mathematics, and general literature, and the other of modern instruction. The faculty of the school consists of a Head Master, Vice Master, six Masters, twelve Assistant Masters, and two Professors in Drawing. Boys are admitted to this school from nine to sixteen years of age. They must be present four days in a week from 9 to 3 o'clock, on Wednesday from 9 to 1, and on Saturday from 9 to 12. A sufficient time, at 1 o'clock, is allowed for lunch which is provided in the college at a regulated price.

Those who have read in Lamb's Works the account of "Christ's Hospital Five and Thirty Years Ago," will remember some of the peculiarities of an institution which we have not space here to describe.

It is a large endowed school founded by Edward VI, and has an annual revenue variously given as 50,000 to 75,000 pounds sterling. It is more popularly known as the "Blue Coat School" from the peculiar costume of the boys. This consists of a long blue coat in shape like that of a monk, with

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short breeches, yellow stockings and low shoes. We believe that caps are provided but we never saw one worn, and we frequently saw the boys, both at play and in the streets of London. We presented our letter of introduction just as the school was assembling after the midday recess. We received a cordial welcome and were shown all parts of the school. Some of the recitation rooms were large, three or four classes reciting in the same room at once, while others were suitable for a single class. The seats were long forms with desks before them. In several classes, we noticed that the boys, instead of occupying the seats for the purpose intended, mounted the desks and used the seats as footstools. The noise and apparent confusion might appear unpleasant to one accustomed to the order and precision of some American schools, but it seemed to cause no disturbance there. The recitations in arithmetic, history and reading which we heard were very fair, but confined closely to the text-book, or the formula given by the teacher. The teachers all wore their hats during the recitations, but this practice is not peculiar to this school. We were shown the kitchen where the food is prepared, and the steward requested us to taste the bread and cheese to see if they were not good enough for any school. We judged from remarks between the steward and the assistant, who was formerly a scholar here, that some complaints were made now as well as in the time of Charles Lamb. The great hall, where we afterwards saw the boys at dinner, is 187 feet long, 51 feet broad, and 47 feet high. The dormitories, passage ways and play grounds are all kept scrupulously neat. This school supports and educates over sixteen hundred boys, about eight hundred of whom live in the building on Newgate street.

Another large school which interested us much was the Jews' Free School, Spitalfields, where twelve hundred boys and eight hundred girls are registered. This school is aided by the personal influence and contributions of the Rothschilds: Sir Anthony Rothschild being president, and three others of the name are on the committee. The rooms are pleasant, neatly furnished and well supplied with maps, dia-

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grams and other appliances. The lowest divisions both of boys' and girls' schools are taught on the simultaneous system; the highest division of each school, in separate class rooms, and the intermediate in what are termed the "great school rooms," which are part of the time divided by groups of curtains into a dozen or more class rooms.

UNIVERSITY REFORM.

EXTRACT FROM AN ADDRESS TO THE ALUMNI OF HARVARD, AT THEIR TRIENNIAL FESTIVAL, JULY 19TH, 1866.

WHAT is a university? Dr. Newman answers this question with the ancient designation of a *Studium Generale*,—a school of universal learning. "Such a university," he says, "is in its essence a place for the communication and circulation of thought by means of personal intercourse over a wide tract of country."* Accepting this definition, can we say that Harvard College, as at present constituted, is a University? Must we not rather describe it as a place where boys are made to recite lessons from text-books, and to write compulsory exercises, and are marked according to their proficiency and fidelity in these performances, with a view to a somewhat protracted exhibition of themselves at the close of their college course, which, according to a pleasant academic fiction, is termed their "Commencement?" This description applies only, it is true, to what is called the Undergraduate Department. But that department stands for the College, constitutes the College, in the public estimation. The professional schools which have gathered about it are scarcely regarded as a part of the College. They are incidental appendages, of which, indeed, one has its seat in another city. The College proper is simply a more advanced school for boys, not differing essentially in principle and theory from

* The Office and Work of Universities, by John Henry Newman.

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the public schools in all our towns. In this, as in those, the principle is coercion. Hold your subject fast with one hand, and pour knowledge into him with the other. The professors are task-masters and police-officers, the President the chief of the College police.

Now, considering the great advance of our higher town schools, which carry their pupils as far as the College carried them fifty years ago, and which might, if necessary, have classes still more advanced of such as are destined for the university, I venture to suggest that the time has come when this whole system of coercion might, with safety and profit, be done away. Abolish, I would say, your whole system of marks, and college rank, and compulsory tasks. I anticipate an objection drawn from the real or supposed danger of abandoning to their own devices and optional employment boys of the average age of college students. In answer, I say, advance that average by fixing a limit of admissible age. Advance the qualifications for admission; make them equal to the studies of the Freshman year, and reduce the college career from four years to three; or else make the Freshman year a year of probation, and its closing examination the condition of full matriculation. Only give the young men, when once a sufficient foundation has been laid, and the rudiments acquired, the freedom of a true University,—freedom to select their own studies and their own teachers, from such material, and such *personnel*, as the place supplies. It is to be expected that a portion will abuse this liberty, and waste their years. They do it at their peril. At the peril, among other disadvantages, of losing their degree, which should be conditioned on satisfactory proof that the student has not wholly misspent his time. * * * *

An indispensible condition of intellectual growth is liberty. That liberty the present system denies. More and more it is straightened by imposed tasks. And this I conceive to be the reason why, with increased requirements, the College turns out a decreasing proportion of first-class men. If the theory of college rank were correct, the highest marks should indicate the men who are to be hereafter most conspicuous,

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and leaders in the various walks of life. This is not the case,—not so much so now as in former years.

The rudiments of knowledge may be instilled by compulsory tasks; but to form the scholar, to really educate the man, there should intervene between the years of compulsory study and the active duties of life a season of comparative leisure. By leisure I mean, not cessation of activity, but self-determined activity,—command of one's time for voluntary study.

There are two things which unless a university can give, it fails of its legitimate end. One is opportunity, the other inspiration. But opportunity is marred, not made, and inspiration quenched, not kindled by coercion. Few, I suspect, in recent years, have had the love of knowledge awakened by their college life at Harvard,—more often quenched by the rivalries and penalties with which learning here is associated. Give the student, first of all, opportunity; place before him the best apparatus of instruction; tempt him with the best of teachers and books; lead him to the fountains of intellectual life. His use of those fountains must depend on himself. There is a homely proverb touching the impossibility of compelling a horse to drink, which applies to human animals and intellectual draughts as well. The student has been defined by a German pedagogue as an animal that can not be forced, but must be persuaded. If, beside opportunity, the college can furnish also the inspiration which shall make opportunity precious and fruitful, its work is accomplished. The college that fulfils these two conditions—opportunity and inspiration—will be a success, will draw to itself the frequency of youth, the patronage of wealth, the consensus of all the good. Such a university, and no other, will be a power in the land.

Nothing so fatal to inspiration as excessive legislation. It creates two parties, the governors and the governed, with efforts and interests mutually opposed; the governors seeking to establish an artificial order, the governed bent on maintaining their natural liberty. * * * * *

The question has been newly agitated in these days, whether

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knowledge of Greek and Latin is a necessary part of polite education, and whether it should constitute one of the requirements of the academic course. It has seemed to me that those who take the affirmative in this discussion give undue weight to the literary argument, and not enough to the glossological. The literary argument fails to establish the supreme importance of a knowledge of these languages as a part of polite education. The place which the Greek and Latin authors have come to occupy in the estimation of European scholars is due, not entirely to their intrinsic merits, great as those merits unquestionably are, but in part to traditional prepossessions. When after a millenial occultation the classics, and especially, with the fall of the Palæologi, the Greek classics burst upon Western Europe, there was no literature with which to compare them. The Jewish Scriptures were not regarded as literature by readers of the Vulgate. Dante, it is true, had given to the world his immortal vision, and Boccaccio, its first expounder, had shown the capabilities of Italian prose. But the light of Florentine culture was even for Italy a partial illumination. On the whole, we may say that modern literature did not exist, and the Oriental had not yet come to light. What wonder that the classics were received with boundless enthusiasm! It was through the influence of that enthusiasm that the study of Greek was introduced into schools and universities with the close of the fifteenth century. It was through that influence that Latin, still a living language in the clerical world, was perpetuated, instead of becoming an obsolete ecclesiasticism. The language of Livy and Ovid derived fresh impulse from the reappearing stars of secular Rome.

It is in vain to deny that those literatures have lost something of the relative value they once possessed, and which made it a literary necessity to study Greek and Latin for their sakes. The literary necessity is in a measure superseded by translations, which, though they may fail to communicate the aroma and the verbal felicities of the original, reproduce its form and substance. It is furthermore superseded by the rise of new literatures, and by introduction to

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those of other and elder lands. The Greeks were masters of literary form, but other nations have surpassed them in some particulars. There is but one Iliad, and but one Odyssee; but also there is but one Job, but one Sakoontalà, but one Hafiz-Nameh, but one Gulistin, but one Divinia Commedia, but one Don Quixote, but one Faust. If the argument for the study of Greek and Latin is grounded on the value of the literary treasures contained in those tongues, the same argument applies to the Hebrew, to the Sanscript, to the Persian, to say nothing of the modern languages, to which the College assigns a subordinate place.

But, above all, the literary importance of Greek and Latin for the British and American scholar is greatly qualified by the richness and superiority of the English literature which has come into being since the Græcomania of the time of the Tudors, when court ladies of a morning, by way of amusement, read Plato's Dialogues in the original. If literary edification is the object intended in the study of those languages, that end is more easily and more effectually accomplished by a thorough acquaintance with English literature, than by the very imperfect knowledge which college exercises give of the classics. Tugging at the Chained Prometheus, with the aid of grammar and lexicon, may be good intellectual discipline, but how many of the subjects of that discipline ever divine the secret of Æschylus's wonderful creation, or receive any other impression from it than the feeling perhaps that the worthy Titan's sense of constraint could hardly have been more galling than their own.

Give them Shakspeare's Tempest to read, and with no other pony than their own good will, though they may not penetrate the deeper meaning of that composition, they will gain more ideas, more nourishment from it, than they will from compulsory study of the whole trio of Greek tragedians. And if this be their first introduction to the great magician, they will say, with Miranda,

> "O, wonder!
> How many goodly creatures are there here!
> . . . . . O brave new world,
> That has such people in it!"

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The literary argument for enforced study of Greek and Latin in our day has not much weight. What I call the glossological argument has more. Every well educated person should have a thorough understanding of his own language, and no one can thoroughly understand the English without some knowledge of languages which touch it so nearly as the Latin and the Greek. Some knowledge of those languages should constitute, I think, a condition of matriculation. But the further prosecution of them should not be obligatory on the student once matriculated, though every encouragement be given and every facility afforded to those whose genius leans in that direction.—*Atlantic Monthly.*

RESPONSIBILITY OF THE TEACHER.

EDUCATION taken in its comprehensive sense as including not only the development of the human mind by drawing out and disciplining its faculties, but also the enlightening of the understanding and instruction in the principles of art, science, morals and religion, is the great work of this world, the one in which every human being is more or less interested, and for which the world itself is prepared as the great lesson chamber of the soul.

All nature and art, laws and customs, trades and professions, social intercourse and civil polity, study, reading and travel are instrumentalities, each contributing something to the civilization and enlightenment of the race, by the discipline and enlightenment of each individual mind. All persons are in turn pupils and teachers, and the final result of all intuitions, disciplines, and acquisitions is individual character. The inquiry often arises, what in all this multifarious work is the professional teacher's part? How far is he responsible for the results; for the physical, intellectual or moral condition of society?

In this country at least, his work is not that of the nursery. It does not include the various trials and watchfulness which

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relate exclusively to infancy. This is the parent's work; a work requiring great wisdom, uncommon prudence and constant watchfulness. It is an important work, affecting the whole future existence of the individual, and the vital interests of society, but the teacher is not to be held responsible for it; nor is he to enter the school room, mourning over the child's ignorance and wickedness as the consequence of parental neglect, and feel that he must be accountable for the natural effects of this neglect.

The home training of the child even in school life is not a part of the teacher's work. There are, it is true, duties and responsibilities connected with the domestic life of the child, varied and constant, and increased by every awakening faculty, but these rest primarily upon the members of the family. The influences of the home are felt in the schools, are seen in the streets, in every place in society; they effect business, enjoyment, and the civil and social life of the nation, but the professional teacher is not responsible for them except in boarding schools or circumstances where he voluntarily assumes the home department of education and professes to provide home training for the child, and even there, no teacher can exactly take the parents' place and assume his responsibility. Neither is the teacher responsible for that part of the educational work which relates to provision for the support and continuance of the public school. Children may suffer physically, intellectually and morally from the ignorance, stupidity or perverseness of society; they may be deprived of those facilities which invention and discovery have provided, and good judgment has approved, as aids in right culture, but the teacher is not necessarily responsible. It is not his duty to build school houses, enclose grounds, provide books and apparatus, and, as a teacher, he is not responsible for the injury which may result to the school on account of neglect of school officers or community to provide proper facilities. In all these particulars, the teacher, from his own peculiar position or relations, may have an influence which he should exert for good; he may suggest improvements and advise as to the means to be employed, and

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as a citizen, by his speech and his vote do all in his power to secure all the help desirable for schools, but these are not his professional duties.

The teacher's work is supplementary. He is to take the child from the hands of the parent, to continue the education already commenced, if right, and if wrong, to correct as far as possible the errors of the past, to uproot the germs of evil, and to implant instead, the seeds of truth and goodness. Without including any part of the parent's duties, the work is a comprehensive one. It embraces not simply the recitations and government of a school room, but the training of the intellectual and moral powers of the pupils to prompt, certain and right action, the uplifting of a generation from feebleness and ignorance to strength and wisdom, bringing all into a true comprehension of the duties, interests and work which are to be theirs. The children of the school are not only to be trained to good scholarship, but are to be prepared to take in charge the great interests of society, her literature, art, science, government, and religious forms, to hold in trust the treasures of the past and also improve these for the promotion of a higher civilization, a nobler nationality, and a purer Christianity.

The teacher is to a great extent responsible for all this. He needs to be able to understand the workings of the human mind, its capabilities, and its possible future, and to feel with God's help, he is so to educate it that it shall be fitted for all of duty and lesson here, and for all of happiness hereafter which proper education can give. The work is certainly a noble one, and may well enlist the highest powers, inspire the loftiest genius, and fire the noblest soul with enthusiasm.

A FEW THOUGHTS ON THE "EDUCATIONAL PROBLEM."

EXTRACT FROM AN ADDRESS OF E. E. WHITE OF OHIO.

THE principles which I have thus tried to elucidate, have a practical exemplification in this day's exercises. The roots of all that we have heard and been delighted with, run back

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under the soil of years of disciplinary culture and training. The graduating essay is but the resultant of preceding lessons and native talent. What these pupils are in thought, feeling, impulse and purpose, is the fruit of every preceding hour's wrestling with truth, of every past self-denial, of every self-conquest, of every cherished aspiration and endeavor. Here is every hour's patient instruction of these faithful teachers, every word of good counsel, every reproof, every admonition. Nothing has been lost. It is all here, if not in actual fruit, in blossom, or bud, or in life-bearing power. And the influence and success of these pupils as they shall go out from this school into the school of life, will be modified, if not actually determined, by the long succession of duties and privileges which this day terminates. The tree does not bend beneath its burden of luscious fruit as the result of a single day's sunshine, but rather as the rich product of the continued and costly nurture of years of sun, and dew, and shower. Not a ray of sun-light has played over it, not a rain-drop or dew-drop has jeweled its leaves, not a breeze has swayed its branches, without contributing to the burden of glory which now crowns it. So in life. The successful performance of the simplest of to-day's duties may place under tribute a whole life time of preparation; and to-morrow's failure may date back to childish stumbles over the alphabet or to the early stiflings of conscience respecting what may have seemed to be trivial departures from the line of duty. Men do not gather grapes from thorns nor figs from thistles; nor is success in the emergencies of life the fruit of intellectual and moral emptiness. "If we expect our drafts to be honored in a crisis," says one, "there must have been the deposits of a punctual life."

The doctrine which I have presented, also teaches that the true value of school training is not measured by the amount of actual and available knowledge treasured up by the graduate—and this is true in business as well as professional life. A knowledge of the facts and principles related to each specific duty of life is very important, but higher than this is that developed strength and ability, that power of discern-

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ment and application, which can change the dead facts of knowledge into the living realities of human action and endeavor. Knowledge may guide and enlighten, but discipline gives strength of soul, self-poise, grasp, inspiration—and these, be it remembered, are the lucky winners of success in all the conflicts of life.

"You must ever bear in mind," says Carlyle in his recent address to the students of Edinburgh University," "that there lies behind that [particular and technical knowledge] the acquisition of what may be called wisdom—namely, sound appreciation and just decision as to all the objects that come round about you, and the habit of behaving with justice and wisdom."

Unquestionably the right application of the facts of knowledge in the conduct of life is the highest fruit of educational training. "The problem which comprehends every other problem," says Spencer, "is the right ruling of conduct in all directions under all circumstances." The ability, the soul-power, thus to rule one's conduct, which Carlyle calls wisdom,—a result it may be of knowledge, or rather of its acquisition—is as superior to the facts of knowledge as the workman is above his tools. "Wisdom," says Solomon, "is the principal thing: therefore get wisdom; and with all thy getting, get understanding."

Now wisdom is the enduring result of study and instruction. The facts of knowledge acquired at school may be forgotten, that is, they may fade from memory's conscious tablet, but they are absorbed, if I may so speak, by the mind becoming in a sense a part of it. In ceasing to be conscious knowledge they may become wisdom. The apprehension of truth not only sheds a new light upon all truth, and especially all cognate truth, but it begets an increased power of discernment and multiplies the means of discerning. In other words a search after truth not only imparts to the mind increased strength and vigor, but the truth when acquired creates a power of search in this direction, a quickness of apprehension, which may not inappropriately be called *understanding*.

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The man who has devoted years to the study of law, has, as a result of such study, a new power of legal discernment, an acumen, a legal sense, if you please, which gives him increased wisdom in weighing legal questions,—and this may be true though he is not able to recall the verbal statement of a single fact or principle of law that he has ever read.

The facts of chemistry, geology, and natural philosophy, which the majority of these graduates will ever directly and consciously use, may be printed upon the fly-leaf of their text-books in each of the sciences named, but it by no means follows that the time spent in these sciences has been lost. The habit of scientific thought and investigation, the intellectual vision, the soul-power secured through their mastery,—these remain as the practical fruit and power, the accumulated treasure of school life. Thus we see the wisdom of the remarkable saying of Malebranche, "If I held truth captive in my hand, I should open it and let it fly in order that I might again pursue and capture it." The true measure of study is soul-power.

But it is in the direction of moral influence that these principles have their fullest application. There can be no greater mistake than to suppose that influence and character can long be divorced. We might as well attempt to divide the stream from the fountain. The one is the complement or rather the necessary consequence of the other. Where genuine character is wanting there will also be missed the irresistible charm and power of indwelling goodness and manliness.

Addison, in one of his allegories, describes a conflict for dominion between Truth and Falsehood. As Truth with her shining attendants entered the mythical regions of Falsehood, the dazzling light which emanated from her presence more like a huge phantom than substance; and as Truth approached still nearer, Falsehood with her retinue vanished and disappeared as the stars melt away in the brightness of the rising sun.

We have in this allegory a beautiful illustration of the source of that marvelous charm, that almost resistless influ-

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ence, which flows, albeit unconsciously, from an exalted, noble character. Men do not become influential by the passage of a resolution. Back of the outward semblance there must be the indwelling substance. Our words must bear the stamp of the spirit. It has been truly said that "not the most eloquent exhortations to the erring and disobedient, though they be in the tongues of men and angels, can move mightily upon the resolutions of men, till the nameless, unconscious, but infallible presence of a consecrated heart lifts its holy light into our eyes, hallows our temper and breathes its pleading benedictions into our tones, and authenticates our entire bearing with its open seal. Let us remember that the source of our real influence in life is our genuine personal substance.—*Ohio Ed. Monthly.*

RESIDENT EDITOR'S DEPARTMENT.

University Reform.—We commend to the attention of our readers the article in this number entitled University Reform. It is an extract from the oration delivered at the meeting of the Harvard Alumni, by Dr. Hedge. The whole oration is in the September number of the Atlantic Monthly and is worthy of a careful perusal. Though all educators may not agree in the positions taken, the suggestions may lead teachers and others to consider the subject in a new light.

Educational Interest.—We hear in almost every direction of the increasing interest in Common Schools. The termination of the war left the friends of education at liberty to direct their energies to the improvement of Common Schools, and from New England, the Middle States, the West, and from some places at the South, we learn of large appropriations of money for school buildings; of increased attendance; of additions to school libraries and apparatus; of more extended provision for the education of teachers in Normal Schools and at Teachers' Institutes, and of a ready response to the recommendations of school superintendents.

Private schools and seminaries in many localities are also opening full, and the inquiries for good schools and good teachers indicate an increasing demand for good education in almost all parts of the country.

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We are glad to learn that our old friends Brownell and Boardman of New York, for the American Apparatus Company, and A. H. Andrews, and G. & C. W. Sherwood of Chicago, all from Connecticut, are selling large quantities of School Apparatus, furniture and maps. We believe few houses have increased more steadily and rapidly in this business than that of A. H. Andrews. His friends at the East will be glad to know that he is so successful. His energy and upright dealing have gained for him the confidence of teachers, school officers and dealers.

LOCAL AND PERSONAL.

BIRMINGHAM.—Several changes have been made in the corps of teachers of the graded school in this village. Mr. Belden has been appointed Principal in the place made vacant by Mr. Wright's resignation. We hope that the high character of this school is still to be maintained.

MERIDEN.—The vote to establish a town high school has been rescinded. The Corner district have voted to build a new house for the graded school in that district. The very rapid growth of this town demands largely increased school accommodations.

HARTFORD.—At a town meeting held in this place in September, it was voted that it was *not* expedient to consolidate the districts under the laws of the late Legislature. There was quite a difference of opinion as to the advisability of this scheme, among the active friends of education.

The great excellence of the schools under the present system, led many to oppose any change. No place in the State has been better supplied with good teachers than the city of Hartford, and no place has retained its teachers so long, continuously, as this.

The schools are well attended now.

The Christmas Term of Trinity College opened Sept. 13th. The number of admissions is unusually large.

WATERBURY.—Prof. H. B. Buckham, formerly of the Normal School, and more recently of Vassar Female College, has been appointed Principal of the High School of this city, and has entered upon his duties. His friends in Connecticut will be glad to welcome him back to this State.

BROOKLYN, N. Y.—James Cruikshank, LL. D., has been appointed Assistant Superintendent of schools, Brooklyn. Mr. Cruik-

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shank has for many years been the editor of the New York Teacher, and active laborer in different departments of the Educational work of the State of New York. He will be a valuable co-laborer with the present efficient Superintendent, J. W. Bulkley, Esq.

The schools of Brooklyn have been greatly improved within the past ten years, and some of them now rank among the best in the country.

MICHIGAN.—Prof. D. J. Mayhem has been appointed Principal of the State Normal School. This is a very wise appointment. Prof. Mayhem was for a time the Principal of the Model School and afterwards Professor of Natural Science in the Normal School. Since the resignation of Prof. Welch he has been acting Principal of the latter school, and is well fitted to fill this office.

PENNSYLVANIA.—Prof. J. P. Wickersham, late Principal of the Normal School at Millersville, has been appointed State Superintendent of the schools of this State. Prof. Wickersham's service as County Superintendent, his long experience at the head of one of the largest Normal Schools, and his thorough acquaintance with common schools and with teachers, make him especially fitted for this position.

BROWN.—M. T. Brown, Esq., formerly Principal of the Webster School, New Haven, has been appointed Professor of Elocution in Tufts College. Mr. Brown is a successful teacher in this department, and he will be an accession to the College.

LEWIS.—Rev. A. N. Lewis, late Superintendent of the schools of Waterbury, and Principal of the High School, has purchased the school building in Woodbury, formerly occupied by Mr. Hulse, and fitted it up for a private school.

ODELL.—Mr. Thomas Odell, a member of the last graduating class of the Normal School, has been appointed Principal of the Town graded school, New Britain. We are confident that Mr. Odell will carry an earnest purpose to this new position, and will strive to improve this important school.

PORTER.—The former pupils of Mrs. Jane A. Porter will be glad to learn that she had a pleasant voyage from New Orleans to Liverpool. When we saw her in the latter place in August, she was expecting soon to sail for Calcutta with her husband, in the ship of which he is master.

WRIGHT.—Charles H. Wright, for some years Principal of the graded school, Birmingham, has resigned and left for Vineland, N. J.

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Mr. Wright has for many years been a very successful teacher in the higher departments of the Common Schools of Greenwich and Birmingham, and he will leave many pupils and friends to regret his departure from the State.

EDUCATIONAL MEETINGS.

We were not in America at the time of the annual meetings of the principal Educational Associations, but learn from friends who were present at these meetings, that they were full of interest.

The AMERICAN INSTITUTE OF INSTRUCTION held its thirty-seventh annual meeting in Burlington, Vt., commencing Aug. 7th, and continuing through the 9th. Addresses or lectures were given by Rev. Milo C. Stebbing of Springfield, on "*Practicality*"; Prof. J. S. Tyler of Amherst College on "*Socrates as a Model Teacher*"; and Hon. George F. Edwards of Vermont, on "*Learning the principal safeguard of Liberty and Order.*" Considerable time was given to the discussion of questions and topics relating directly to schools and education.

William E. Sheldon, Boston, was appointed President; Charles A. Morrill, Boston, Recording Secretary; T. D. Adams, Newton, Mass., and J. J. Ladd, Providence, R. I., Corresponding Secretaries; and Granville B. Putnam, Boston, Treasurer, with twenty-seven Vice-Presidents, those from Connecticut being Henry Barnard, Hartford; Ariel Parish, New Haven; Charles Northend and David N. Camp, New Britain; Henry E. Sawyer, Middletown, and Emory F. Strong, Bridgeport.

The NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS held its annual meeting in Indianapolis, Aug. 13th, and the AMERICAN NORMAL SCHOOL ASSOCIATION met in the same place on the 14th of the same month. We have not obtained reports of either of these meetings.

The annual meeting of the NATIONAL TEACHERS' ASSOCIATION was held in Indianapolis, August 15th, 16th, and 17th. From the account of the meeting found in the papers and educational periodicals, we judge that it was well attended by teachers and the friends of Education, and that the different papers and discussions awakened much interest.

The annual address was delivered by the President, Prof. J. P. Wickersham of Pennsylvania. A lecture was given by Rev. Jesse

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H. Jones, of New York, on "*The Psychology of St. Paul*: and papers read by Hon. W. R. White, of West Virginia, on "*The Educational Needs of the Border States;*" by Prof. Phelps, Minnesota, on "*The Duties of an American State in respect to Higher Education;*" by Hon. A. Hosford, of Michigan, on "*The Relations of the National Government to Education;*" by Prof. W. P. Atkinson, of Massachusetts, on "*The Study of the Classics in our Colleges;*" and by Hon. E. E. White, of Ohio, on "*School Supervision.*" These and some other topics were also discussed by the Association.

The annual meeting of the PENNSYLVANIA STATE TEACHERS' ASSOCIATION was held at Gettysburg, July 31st. A large number of Teachers were in attendance, and the meeting was an unusually interesting one.

The NEW YORK STATE TEACHERS' ASSOCIATION held its annual meeting at Geneva, in August, and as usual, gathered together a large number of the veteran teachers of the Empire State.

The MASSACHUSETTS STATE TEACHERS' ASSOCIATION is to hold its annual meeting at the Tremont Temple, Boston, commencing the 11th of October.

STATE TEACHERS' ASSOCIATION.—We learn that the next Annual Meeting of this Association is to be held in Middletown, commencing Thursday evening, Oct. 25th, and continuing through Friday and Friday evening. Notice of the addresses and other exercises, and of railroad arrangements will be published in the daily papers, and be given by circulars before the time of meeting.

The meeting is appointed at a favorable time, and we believe that Middletown will give the Association a warm welcome. The other meetings of the Association which have been held in Middletown, have been well attended and full of interest. Let the next one surpass them all.

THE JOURNAL.—The next number of the Journal will not be issued till after the meeting of the State Association, and will contain the proceedings of that Association.

The post office address of the present editor is David N. Camp, St. John's College, Annapolis, Md., but communications for the pages of the Journal will be received if addressed to the "Editor," New Britain, or they may be directed to him by name at Annapolis, for the next month.

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We would call the attention of our readers to the advertisement of Eaton's Arithmetics. These books are strongly recommended by teachers and School Visitors who have used them, and we believe are giving general satisfaction.

REPORTS.

Annual Report of the School Committee of Boston for 1865.—An extract from this report was published in the last number of the Journal. The whole volume is filled with valuable suggestions and statistics. Besides the annual reports of the committee, it contains the tenth and eleventh semi-annual reports of Hon. John D. Philbrick, Superintendent, a report of the committee on music, an account of the Annual School Festival, and of the dedicatory services at the opening of the Prescott Grammar School House, reports of the High Schools and rules and regulations for all the schools.

Forty-Seventh Annual Report of the Public Schools of Philadelphia.—We are indebted to George W. Felter, Esq., Principal of the Girls' High and Normal School, for this report. We have already given the principal statistics in a notice of the schools of Pennsylvania. The report gives a full account of the schools in different sections of the city. The reports of the Boys' High School and Girl's High and Normal School show that these schools are in a prosperous condition.

First Biennial Report of the Superintendent of Public Instruction of the State of California, for the years 1866 *and* 1865.—This report of Mr. Swett presents the condition of the public schools of California in a very favorable light. It shows a large increase in the number of schools and the number of children attending them, and also in the means provided for the support of schools. We condense the following from the report. Whole number of white children between four and eighteen years of age, 95,067; whole number enrolled on public school registers, 50,089; average number belonging to public schools, 33,706; average daily attendance, 29,542; percentage of average daily attendance on the average number belonging to the schools, 88; per centage of average daily attendance on the whole number enrolled, 59; average number of months during which schools were maintained, 7.36; per centage of tardy pupils on the average daily attendance, 8.8; number of primary schools, 324; number of intermediate schools, 43; number of grammar schools, 44; number of high schools, 6; number of ungraded schools, 530; number of new school houses erected, 102; number of school houses which disgrace the State, 149; whole number of school districts, 821; number which have raised a district tax, 108; number of male teachers employed, 603; number of female teachers, 552; average monthly wages of male teachers, $74; of female teachers, $62; both payable in gold.

We believe no other State in the Union pays its teachers so liberal salaries as California. This report of Superintendent Swett is a valuable document, filled with important statistics and suggestions.

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Eleventh Annual Report of the City Superintendent of Schools of Brooklyn, New York.—We have here condensed into ninety-four pages, the statistics of the Brooklyn public schools, and also many valuable suggestions in relation to truancy, school discipline, oral instruction and object lessons, moral culture, and other topics important to the parent and educator.

The total school population in the city is 108,099; number registered in twenty-eight districts Sept. 30th, 25,508; number registered in schools having no district boundaries, 4,671; whole number day schools, 102; number of evening schools, 14; whole number of pupils in all the schools, 59,721; number of male teachers in day schools, 27; number of female teachers in day schools, 511; number of male teachers at evening schools, 24; number of female teachers in evening schools, 50. The average number of teachers employed in all the public schools, including the asylums and the colored schools, 636.

We have also received the following catalogues from which we glean the statistics accompanying each. Seventh Annual Catalogue of the University of Chicago, 1865, '66. Summary: Seniors, 8; Juniors, 11; Sophomores, 15; Freshmen, 26; Total College students, 60; Elective students, 26; third year Preparatory students, 22; second ditto, 26; first ditto, 24; total Preparatory students, 72; students not in course, 51; students in Law Departments, 64. Grand total, 273.

Catalogue and Circular of the State Normal School, Farmington, Me., 1866. Summary of students: Senior Class, 16; Second Class, 11; Third Class, 36; Fourth Class, 11; Junior Class, 44. Total, 118. This Normal School went into operation August 24th, 1864; it is for both sexes, and pupils are received from any State in the Union.

Catalogue and Circulars of the Pennsylvania State Normal School for the Second District at Millersville, 1865-66. Summary: Ladies, 216; Gentlemen, 436; total, 652. In the Model schools: females, 50; males, 105; total, 155. Whole number of students, 807.

Catalogue and Circular of the Pennsylvania State Normal School, for the Fifth District at Mansfield, 1865 66. Summary: Senior Class, 16; Junior Class, 23; other classes, 266; students in music, 52; whole number in Normal School, 321; number in Model School, 66. Total, 387.

First Annual Catalogue of the State Normal School of Maryland, July, 1866. Summary: Ladies, 40; Gentlemen, 8. Total, 48. Graduates, 14.

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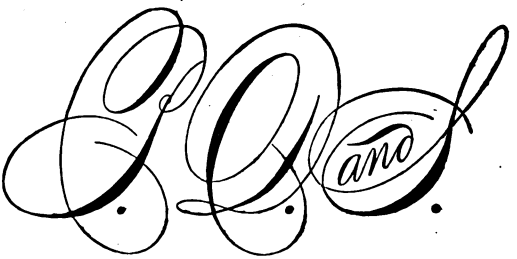

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TESTIMONIALS.

I have several Blackboards in my school, coated with the Eureka Liquid Slating, some of which have been in use more than five years. They are better to-day than when the Slating was first applied. It deserves the best things that can be said of it, without qualification or abatement. (Signed) J. P. PAYSON, *Principal Williams School, Chelsea, Mass.*

I have used one of your Slated Blackboards nearly ten years. The surface, though excellent at first, seemed to improve all that time. I have used two other boards for several years, and it is my opinion that, when properly made, they will last a lifetime.

(Signed) E. ROBBINS, *New Haven, Ct.*

SOUTH BOSTON, May 3, 1865.

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(Signed) C. GOODWIN CLARKE, *Master Bigelow Grammar School, Boston.*

I am of the opinion that the Eureka Liquid Slating will always give satisfaction when properly applied. (Signed) JOHN D. PHILBRICK, *Superintendent Public Schools, Boston.*

My Blackboards are excellent. You can put me down in favor of the universal use of the Eureka Liquid Slating. (Signed) D. W. JONES, *Principal Comins School, Roxbury.*

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(Signed) F. B. SNOW, *Principal Bridgham School, Providence, R. I.*

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(Signed) E. B. JENNINGS, *Principal Bartlett High School, New London, Ct.*

Our Blackboards, to which you applied Munger's Eureka Liquid Slating in February last, are really excellent. We have never seen better boards than these. The surface is fine, soft, and smooth; the color is a dead black, with no reflection, so that a mark can be seen at any angle. Your assurance that, after a few weeks' use they would erase with perfect ease, is fully verified.

(Signed) MOWRY & GOFF, *English and Classical High School, Providence, R. I.*

We have on file Testimonials from the following persons who have used our Slating, and to whom we are at liberty to refer:

RHODE ISLAND—J. T. Edwards, Principal East Greenwich Seminary; Thomas W. Bicknell, Principal Arnold Grammar School, Providence; Prof S. S Green, Brown's University; Timothy Sullivan, Principal Lyme St. Catholic School, Providence; Samuel Austin, Principal Union Hall School, Providence; Isaac F. Cady, Warren High School; P. E. Tillinghast, Pawtucket; N. W DeMunn, Principal Benefit St. Grammar School, Providence.

MASSACHUSETTS—A. G. Boyden, Principal State Normal School, Bridgewater; O. S. Knapp, Superintendent Public Schools, Somerville; D. B. Hubbard Master Mather School, Dorchester; M. G. Daniel, Master Everett School, Dorchester; H. H. Babcock, Master High School, Somerville; G. T. Littlefield, Master Franklin School, Somerville; L. P. Frost, Principal Franklin School, Waltham; A. P. Gage, Principal Bunker Hill School, Charlestown; G. A. Southworth, Malden Centre; S. C. Stone, Newton Centre; Henry L Chase, South Malden; Caleb Emery, Principal Charlestown High School; A. G. Magoun, Principal Havard Grammar School, Cambridge; Caleb Richardson, Principal North Chelsea Grammar School; A. J. Nutter, Principal Mount Vernon School, West Roxbury; Eldridge Smith, Principal High School, Dorchester; W. J. Rolfe, Principal High School, Cambridge.

CONNECTICUT.—Wm. Soule, Com. Jewett City; J. S. Lathrop, Principal Union Street School, New London; J. D Wheeler, 2d, Principal District No. 1, Willimantic; Calin B. McLane, Principal High School, Bridgeport; J. M. Whiton, Principal Hopkins Grammar School, New Haven; Prof. W. A. Norton, Yale College, New Haven.

MAINE.—Warren Webster, Commercial College, Auburn; H. F. Cummings, Portland.

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The Connecticut

COMMON SCHOOL JOURNAL,

PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

DAVID N. CAMP, New Britain, Resident Editor.

Vol. XXI., NOV. & DEC., 1866.

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THE

Connecticut Common School Journal

AND

ANNALS OF EDUCATION.

VOL. XIII. NEW BRITAIN, NOV. & DEC., 1866. NOS. 11, 12.

NOTES OF VISITS TO EDUCATIONAL INSTITUTIONS OF EUROPE. No. IV.

OUR first visit to Scotland was made early in June; a second was made the latter part of July. At both visits, we were favored by the kindness and courtesy of the officers engaged in the administration of the school system, and by persons connected with educational institutions. Our thanks are due to several gentlemen for assistance rendered, but we must be allowed to mention by name, Dr. D. Brodie and Rev. Mr. Macpherson of Labert, and Mr. A. Ramage of Edinburgh, who were constantly devising ways and means to facilitate the object of our visit.

Our visit to the Edinburgh University, its class rooms, halls, libraries and collections, gave us a better idea than any description can give of the means furnished to the learned faculty and large body of students connected with this institution. The Edinburgh High School on Calton Hill, and the Edinburgh Academy in the northern part of the city, have long been noted for the superior advantages which they furnish, and what we saw of them convinced us, that they had

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1866

well earned the reputation which they have for thoroughness of teaching.

We passed a day in each of the Training Schools. At the "Free Church Training College," there were about seventy students of each sex in the Normal Department, and about seven hundred pupils, including both sexes, in the Model and Practicing Schools. The young women board in the college halls unless they have friends in the city with whom they can board; the young men board in private families. The two sexes are entirely separated, and recite in different rooms, except one hour in a week, when they recite to the principal. The regular course of instruction occupies two years, as in the English Training schools. We were present at a scripture lesson, given by the rector, Rev. M. Paterson, on the first fourteen verses of the sixth chapter of John. The manner of the lecturer was pleasant, but earnest and thoughtful; the class composed of young men, was attentive, and the exercise was conducted in a manner which would help much to develop the mental faculties and strengthen the reasoning powers, while at the same time it was a thorough exposition of the portion of scripture assigned for the lesson. There was not a word in the whole which would have been objected to by any evangelical sect, it was entirely free from dogmatism, and yet was conducted in a way which showed that the teacher and students entered heartily into the inquiry for truth, and were willing to study the Bible with all the helps which could be obtained from geography, history and science. A lesson in English Literature was given by the lecturer in that department, Mr. Steele. The subject was a portion of Cowper's Task, and the lesson was made quite interesting by the rigid logical and rhetorical analysis to which each sentence was subjected. The teacher of geography and history, Mr. Kennedy, conducted an exercise with the outline maps, on a portion of Asia, which was full of suggestive thoughts.

During the day, we witnessed several criticism lessons given to classes from the model schools, on different subjects,

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among which were "Miracles," "Light," "Physical Geography of Scotland" and others of as high an order. The method of conducting these lessons was similar to that already described in connection with the account of the Training schools of England.

The Edinburgh Training College of the established Church of Scotland is situated near the castle, and is provided with convenient class and lecture rooms. The Rector, Rev. J. Currie, is known by reputation, to many teachers in this country, as the author of a work, entitled, "*Principles and practice of Early and Infant School Education.*" There were about fifty students of each sex connected with this institution at the time of our visit. The methods pursued in classification and instruction were much like those of the Free Church Training College. The students are thoroughly tested on all subjects and they have daily training in practical teaching in the large Model and Practicing schools.

The Training School of the Episcopal Church at Minto House, in Edinburgh, has only twelve students, but is provided with a complete staff of officers and teachers, and a Practicing School.

The Free Church and the Established Church have each a flourishing Training School at Glasgow. The Free Church Training School is under the charge of Rev. Thomas Morrison, author of a "*Manual of School Management.*" It numbers about one hundred students, the number of each sex being about equal. Its Practicing schools have nearly nine hundred children, all amply provided for in the spacious building for this Normal school. The Training school of the Established Church has for its Rector, Rev. J. Douglas, and numbers one hundred and ten students. It also has a large Practicing school. The objects and methods of the Glasgow Training Schools are much the same as those of the Edinburgh Training Schools.

We found excellent elementary schools in Scotland, both in the cities and in the country, most of the pupils in these schools, especially in the country districts, were thechil dren of artisans and laborers.

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At Larbert, we had an opportunity of visiting the "Scottish Institution for Imbecile Children," under the superintendence of Daivid Brodie, M. D. We have seldom if ever seen more of the spirit of true christian love and patience exhibited in practical efforts for the good of the unfortunate, than was manifested in the constant efforts of Dr. Brodie and his excellent wife, to minister to the wants of the children and youth of this institution, and to devise means for their intellectual and moral improvement. With this unassuming, but active benevolence, was a well defined plan of instruction and training, varied to suit the peculiar condition of each inmate, and wisely adapted to secure the highest welfare of all.

After a few days at Abbotsford, Melrose, and a visit to Dryburgh Abbey, Stirling, and to the lakes and "Highlands" of Scotland, we returned to Glasgow, and our route was then down the valley of the Clyde to Greenock, and thence by steamer to Belfast.

There is a flourishing model school at this place, but it was not in session while we were in the city. From Belfast, a ride of a few hours by railroad through a beautiful country, brought us to Dublin. We were indebted to Vere Foster, Esq., a true friend of Ireland, for much information respecting the national schools of that country, and for letters of introduction to the head commissioners of those schools. Soon after our arrival in Dublin, we met the Right Hon. Alex. MacDonnell, one of the chief commissioners, and by him were introduced to one of the professors of the Normal School, who went with us through the different buildings and rooms of the normal and model schools. The teachers trained in this school are of three classes: First, the general or ordinary class composed of teachers of national schools, who have been recommended by the district or Head Inspectors as eligible candidates for training; second, the special or extra training class composed chiefly of teachers who have been selected from the ordinary or general class for additional training; and third, a class called the "Extern" class composed of a limited number of respectable and well informed young persons, who wish to qualify themselves as teachers.

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The teachers recommended by the inspectors, and selected by the commissioners are boarded and lodged at the establishments provided by the commissioners. During the absence of these recognised teachers from their schools, temporary teachers must be provided, who receive a portion of the salary falling due to the recognised teacher while such teacher is attending the normal school. The "Extern" class are permitted to attend the lectures, and observe in the model school without charge.

The model school had just been organized after the summer vacation, and the classes were not all reciting regularly, but we found much worthy of careful study, and we should have failed to secure the highest and full advantage of visiting European schools, if we had failed to see this school, or to witness the operations of the national schools of Ireland. The number in the model school as given in the last report for the quarter, ending 31st December 1865, was 492 in the male department, No. 1; 505 in the female department, No. 1; and 432 in the infant department. In addition to these departments which are classified, and represent a well graded city school, there are four separate schools for each sex, composed of a variety of ages, and numbering respectively about 100, 80, 60 and 40, which are intended to represent mixed village and country schools where a less number of pupils can be gathered in one school. These different departments of the model school, including in all more than 2100 students, afford to the members of the Normal Department, an opportunity to see every variety of school, well organized and skillfully taught. The principal department or No. 1 for boys, has a head master, three assistants, a drawing master, twelve pupil teachers, and twelve monitors. The girls school has about the same number of instructors in the ordinary studies, and besides, a skilled woman to instruct the higher classes in sewing and knitting, in a room fitted up for that purpose; and another, a skillful cutter, to teach in another room, cutting and fitting garments. We heard but few classes recite, those appeared well. There had been very little of prepared lessons, but the ease and quiet dignity with

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which the presiding teachers moved from room to room and from class to class, and the pleasant and cheerful countenances of the children, as they rendered prompt obedience to requirements, were evidences of the success with which these schools were managed.

The personal efforts of the Right Hon. A. MacDonnell and the commissioners associated with him, have been felt in all parts of Ireland, and schools have been multiplied and improved, so that in thirty years a great change has been effected. In 1835, there were reported but 1,104 schools and 145,521 pupils; now there are 6,327 national schools, and 922,084 children on the rolls of these schools, and yet during that time the population of the island has materially decreased. Had our limits permitted we should have been glad in these "Notes" to have given a detailed account of some of the parish schools we visited in the country districts of England and Scotland, or of the methods pursued in the public schools of France and Switzerland. We have already occupied considerable space in the Journal with these "Notes," and yet have been able to allude, particularly, to but few of the educational institutions it was our privilege to visit, the past summer.

We believe that no teacher or educator in any position, who visits the schools and educational institutions of Great Britain and Ireland, or of the continent, and who is willing, carefully and patiently to study in detail, the methods adopted in these institutions, and to observe their results, can fail to see much to approve. The careful manner in which investigations are conducted; the earnest search after truth; the rigid test to which every method is subjected; the abundant helps supplied by educational museums, public libraries, galleries of art, and scientific collections; the practical character of nearly all the institutions established for the middle and lower classes; the religious instruction given, and the great care which has been exercised to determine and apply the very best methods, will at least furnish suggestive subjects of inquiry to any one interested in education.

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For the Common School Journal.

THEORY *vs.* PRACTICE.

I BELIEVE that there is no calling in the world where the real work corresponds so little to the talk as Teaching. Normal Schools are the schools for training, but even in these institutions the wants of the future teacher are not clearly pointed out to the scholar. We hear of our "sacred mission," our "high calling," our "lofty work," and it is all these. We always speak of it with reverence, for labor among the children must be a labor of love. God bless all the little faces that are cheering and hallowing our dear New England homes! But "sacred" as is our "mission" it is not always among clean or well-bred children, and our "calling" is not to rewards or fame but to altar sacrifice; and if our work is "lofty" because its results reach to heaven, it is still humble and lowly—a nursing of babes amid cries and reproaches unsavored with reason or justice.

All these things disappoint and dishearten a teacher fresh from Normal, or any other instruction. In a Normal School, —and so far as I know in the model schools—an hour is given to each class-recitation. It is truly a pleasant thing to call a studious intelligent class, hear the lesson, explain it at leisure, talk about it, illustrate it, relate some pointed anecdote, fill up an hour with interesting instruction, and be done. It is quite another thing to go into a public school, and be obliged to crowd four or five recitations into the same time, and keep a watchful eye over the remaining scholars every moment. The one is the Theory. Teaching as it *might be*. The other the practice—Teaching as it *is;* and we get along with it less easily from the very fact that it is not just what we expected.

The Theory teaches us how to deal with insubordination and rebellion—to put down mutiny and insurrection; to quell all serious outbreaks and disturbances. Practice shows us that these are only the rare instances, which if they can not be managed, may be put out of the way; while we find a thousand nameless annoyances which we never heard of, or

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thought about, and are utterly at a loss what to do with them. Some of us never find out, and so we dislike teaching, live as in a tread-mill, never advancing a step, become nervous and irritable, wear out and die early, deserving nothing but TIRED for an epitaph, and if the hand of sympathy writes us so much it is only a

"——— rarity
Of Christian charity
Under the sun."

Yet we have tried to do well, and only failed from lack of inate fitness for the work we attempted.

In the first place it is not right for everybody to "keep school;" but in New England, and especially in Connecticut, everybody does. Ladies are particularly anxious to teach—so anxious that there are fifty applicants for every undesirable vacancy, and a hundred for every desirable one. And why? Because not every woman has a home, and with "Dolly Dimple" we all "like daily bread." If we do not choose to put ourselves in shops or factories, and so see every door of society and courtesy closed in our faces as if already the leprosy was upon us, we *sew* or *teach*.

We sew! oh yes! Truly is the "Needle-Gun" the most powerful weapon of the Arch-Enemy; and daily by it he is hunting fair girls and hungry women down to destruction. Dreading such a fate—we teach! I hope this is not a universal truth, but I know it is often the case that teaching is not the effect of a spontaneous desire to improve young humanity and build up minds which shall each be a kingdom. It is "*fighting for bread!*"—a hard warfare and very little bread at the end.

I have heard more than one young woman say: "What shall I do? My friends will not allow me to do shop-work. I can not sew. I have tried to teach faithfully, but I do not love to teach, and I do not teach well." Yet they accept the first situation that offers, and teach on, till by some means they are mercifully released.

There isn't a shadow of doubt then, but we do enter upon this sacred work for the love of filthy lucre, and in the golden

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piles we lay aside we find our satisfaction. I taught in a public school a year and a half ago, for four dollars and fifty one hundredths per week, and boarded myself, and——*I havn't received my pay yet!*

I love the scholars with and for whom I labored just as well, but the system is a reproach to any people. And if there falls upon this page an eye that recognizes its identity, I would say in all sincerity, "Go thou, and do better next time!"

The simple truth is, Teaching is not always, even to those who are earnest and faithful, a pleasure or a rest. But to one who works hard, prays a good deal, forgets self, devotes all time and energy, in short saps and drains every mental spring, and does not expect or wish or need to be paid for it, it has its delights;—at least I should presume it would have. I do not mean to speak ironically. It is not always dark or wretched or unsatisfactory work, and those of us who have the courage to do it at all must do it truly and patiently, and God will help us—but nobody else will. Sadly be it said—the time is not yet come when a teacher's work is made pleasant by the sympathy and coöperation of others; perhaps it never will come; for without knowledge there can be no sympathy, and none but teachers themselves can or do know how much they need help, and comfort, and cheerful words, *and pay.*

It is no more the work of the school-room that it is hard than its usual concomitants. It is hard to go alone among strange faces and stranger hearts; to hunger and thirst for one word of tenderness; to live in straight-backed dignity; to know and feel that you are working alone, and must depend on self-energy as the only aid under God. But by and by HE will make it right and plain and eyes that are weary with watching will see a "*needs be*" in all they have been called to endure.

If we were better Christians and trusted more to ALL SUFFICIENCY, might we not be better teachers, and expect more of benediction upon our poor efforts, and hope that even our errors would be so many negative impressions of truth.

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But when we look for great results from our own unhallowed attempts, what wonder if we fail, and are left to wounds and mortification?

Surely we must live more *by* God, and *to* God, and *for* God, if we ever expect to live *like* God, and *with* God.

Perhaps I have wandered from my subject, if I can be said to have chosen any to start upon, but the Journal is very lenient.

Somebody said that were the choice between truth itself and the search after truth offered him he would rather search after truth. This is just what I am doing, and if there is a narrowness, a mental contraction about my views, it is only that I have not come out to the broader light which is the result of every successful search.

I am still groping in some inner darkness. I would delight to be guided, submit to be led, almost consent to be driven to a clearer perception of truth, but now while I strive daily to be faithful, teaching the children to walk intelligently and uprightly, and carrying them tenderly over the rough places, I hear no word of encouragement but that which whispers from beyond both cloud and sky: "Take these children and nurse them for me, and I will give thee thy wages." BEULAH B.

MADISON, September, 1866.

HINTS AND SUGGESTIONS.

ONE who *Keeps School*, has need of a certain power to influence or govern children in masses. The school becomes a small troop to be drilled—put through the evolutions proper to school. In such a school the administration of government is the chief care, and good order the crowning success.

One who *Hears Recitations*, has need of fresh and familiar knowledge, that he may detect errors if the scholars make any. He should be accurate, watchful, impartial. His duties are to notice whether scholars recite well or ill, and note the

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fact. For such a labor, knowledge of the book is the chief care, and a truly kept roll-book the principal result.

One who *Teaches*, has need of a certain tact, which is in fact but a short name for compliance with the nature and necessities of a growing scholar. The School-keeper works with a clear notion of how a school ought to seem. The Recitation-hearer works with a clear notion of what the book says. The Teacher works, steadily conforming to the nature and growing wants of the scholar.

Of these three gifts, the last is the most rare, and yet the most worthy of culture. There are many thousands who can and do keep school, and hear recitations, yet never teach. The scholar owes them nothing except bench-room and quiet. Whatever else has been gained has been like the growth of beans and corn in a well-fenced, well-dug garden, entirely independent of the gardener. In teaching, as in husbandry, scientific conformity to the nature of the crop we wish to raise, is the want.

As tending toward this end, the following paragraphs may have value:

I. Teaching must advance from the sensuous to the super-sensuous—from the physical to the metaphysical—from the concrete to the abstract—from the particular to the general.

Although these words seem pedantic, yet their sentiment is simple, and the application of it, daily. Many a book begins with *definitions*, which any true teacher knows can not be understood until the book is mastered. Arithmetics talk of "unit," "unity," "ratio," "ten-fold," and many more such abstract words, long before the learner can profit by them. Longitude, latitude, circumference, &c., &c., are taught and recited in geography, prematurely. While "active voice," "passive voice," "relations of words," and other grammatical technics, are often recited by help of *memory* only, whereas they should be understood, reasoned out, not remembered.

It is, then, the incessant effort of a teacher to translate the metaphyscal into the physical, and to take to pieces cloudy generals, till the particulars glitter distinctly. Again and again the teacher has need to do this, until by and by the

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scholar grows up and becomes able to grasp at generalization and conceive of a metaphysical truth.

II. Information, which is, in its nature, arbitrary, independent, disconnected, should be so taught. Pour it in, no matter how—line upon line—get it in. But information which is dependent, and deducible or closely connected with other truth already learned, should be taught in and by help of its connections. Thus, in arithmetic, counting is arbitrary, mere memory. Notation is arbitrary. There may be some connection between the decimal notation and the fingers; though it is not well ascertained that we use ten as the ratio of numeral orders, because suggested by the fingers and thumbs, ten in number. But the moment we touch addition we have steps to teach which are not arbitrary. We assert the addenda, and arrange them so that units stand under units, BECAUSE; and every teacher teaches the cause. We begin to add the lowest order first, BECAUSE. And thus onward, throughout the mathematical course, the BECAUSES must not be memorized. They belong to reason, not memory.

In geography, history, English grammar—indeed, in every study which can be taken up in school—the teacher will take pains to discern between arbitrary and dependent truths; between facts, that appeal to the memory only, and other truths, to learn which taxes other powers of mind.

III. The interest and advancement of the scholar should be ever the paramount consideration. In nearly all large schools this self-evident proposition is forgotten. The good report and prosperity of the school are often sought at the sacrifice of the scholar's true interest. In a regular army the individual soldier is disregarded, for the aim and intention is that they learn to act and move as one resistless mass. But a school is not to be permanent like an army. The school prepares its scholars for separation; going off one by one. In all their life they will never be arranged in classes again, or drilled by school drilling. Hence, no teacher will allow himself to spend time and strength upon perfecting a faultless school. For instance: In unison exercises of reading, it often happens that every member of the class will read intelligently

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and intelligibly, before the class has learned to read together *as one voice*. In such a case the teacher stops, and spends no time in perfecting a class exercise. Or, again: The appearance of a large school is astonishingly satisfactory, if it be very still. Visitors praise the quiet school. But teachers know that folded arms compress the lungs, and tip-toe steps are very awkward, and quiet idleness is stupid. A teacher will never sacrifice scholars for the sake of hearing his school praised.

Or, again: Examinations and public exhibitions redound very much to the credit of a school. They catch the eye and ear of a foolish, careless public. But every teacher knows their cost. They cost much more than they come to, if the welfare of the scholar be the paramount consideration.

The teacher will be on guard, lest at any time the welfare of the scholars be eclipsed, or pass out of mind, by reason of the mistaken desire to achieve a great prosperity for the school. When teachers begin to pride themselves upon the *school*, it is as when religionists exult in the *church*. The object of a church is to make men good and pious; but a church can become very great, and rich, and famous, and yet not help men to be pious at all. So, too, it very often happens that a school becomes famous, and makes the teacher famous, by its showy examinations, exhibitions, and yet it does not help the scholars at all. The scholars help it. They benefit the teacher more than he does them. This should not be. The welfare and progress of the scholars should be ever paramount in the plans of teachers and trustees.

IV. The benefit which a scholar gains from a study at school is of two kinds: 1. The discipline and strength of mind, which any study gives; and, 2. The valuable preparation for life and labor. Thus many scholars study algebra at school; but it gives them no preparation for life or labor. No one uses algebraic notation in any of the labors of common life. The profit of algebra is entirely of the first class, and not at at all of the last. Not so as to geometry. Scarcely a day can pass that does not call upon us to exercise our eyes and mind upon lines and shapes; and any scholar who has under-

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stood elemental geometry, gains not discipline merely, but numerous handy arts of constant value. Hence, geometry is worth more as a school study than algebra. And, in general, this is a good principle to observe in selecting studies for a school or a single student, viz:

Of two studies, or of two ways of teaching the same study, that one is preferable which benefits the scholar now and hereafter *both*. Thus chopping wood is better exercise than swinging dumb-bells, because there is exercise and useful work when we chop, but exercise only when we swing the iron dumb-bells. Teaching to write in a copy-book does good, but teaching to write on letter sheets does more good Teaching to spell by the ear and tongue does good, but teaching the eye and hand does more good. Teaching to read Latin does good, but teaching German does more good. Teaching astronomy does good, but familiar chemistry does more good. Teaching a class to "do the sums" in an arithmetic does good, but to teach them to measure houses, barns, lots, corn-bins, wood-piles and lumber; to write notes, drafts, bonds, &c.; to invent the problems which they must solve, does more good.

In all these cases the reason is the same. It is always best "to kill two birds with one stone," if it can be done. A good teacher will be anxious to make all the habits of the school-room desirable also, as beginnings of life-long habits—all the studies and occupations of the scholars profitable, not merely to rank in school, but also to station in life. A practical teacher seeks to equip practical scholars.

V. All the help which a teacher gives to learners, is designed to enable the learners to get along without help. Every good teacher is making haste to make his scholars self-teachers. Hence, for the scholars' sake, the teacher will study to make the school as nearly automatic as possible.

In reciting lessons, the teachers should not talk. The system of question and answer is not a good one. Scholars are not to be pumped, but rather are to become fountains, able to tell what they know. A teacher should devise modes of recitation which shall require the reciters to do *all* the

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talking. Scholars tend toward undue respect for the authority of the book or teacher—undue, because it is blind, unthinking. Children cipher to get answers, and the work is right or wrong (they say), because it gets the answer, or the contrary. This is a vicious habit. The answer must be judged by the work, not the work by the answer! And thousands of accurate cipherers in school, find themselves all uncertain when out of school, because they have learned no such thing as reliance upon well proved work.

In English grammar, in like manner, the rules of syntax are made to conform to language, not language to conform to rules. "*The horse runs.*" "*Runs*" agrees with horse in number and person, not *because* "verbs must agree," &c.; but "*runs*" agrees with horse in number and person, rule or no rule. We see it does. The scholar must see it first and hear of the general rule, thus illustrated, afterward.

In morals and school discipline, the teacher is even more solicitous to set the scholar free and upright. The mere will of a teacher should not be the law of a school. It is often necessary to assert positive authority and insist upon strict, unquestioning obedience. But this should be only in emergency. Like martial law, when a city is mob-ruled, it should not be the permanent law of a prosperous society. The teacher, when appealed to, to decide questions of right or settle disputes between scholars, should do it by *questions*, aiming to teach them to settle their own spats. Or when disorder, or deeper wrong, is found in school, it is better to spend a month in slowly teaching the scholars to disown it, than to cast it out in a half day by force of the teacher's will.

All judicious help looks toward a time when help shall not be needed. A good teacher teaches hopefully, and rejoices when the scholar needs no teaching more.

The foregoing paragraphs are but hints toward skillful teaching.—*New York Teacher.*

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WHAT HAS BEEN DONE IN CONNECTICUT FOR THE IMPROVEMENT OF COMMON SCHOOLS.

THE testimony of School Visitors, of Committees on Education appointed by the General Assembly, and official documents of various kinds, all show that twenty years ago, the common schools of the state were deficient in nearly every requisite for their complete success.

The Board of Education which had an existence of nearly four years, had been abolished a few years before; its able and efficient secretary, Henry Barnard, LL. D., had been called to another state; there was no state supervision of schools; and with the exception of a few districts where local interest and enterprise had provided, the means for liberally sustaining common schools, these institutions had become feeble, and often of little value.

After several propositions for improvement had been discussed, the office of Superintendent of Common Schools was created, and the Commissioner of the School Fund appointed to that office. Hon. Seth P. Beers, commissioner at that time, immediately on his appointment as superintendent, gathered such information as he could of the condition of schools, and laid the same before the General Assembly.

School houses were reported as "very poor," "inconvenient," "dilapidated," and "unfit for school purposes." There was a "great variety of school books," often in the same school; attendance was "irregular," and teachers were mostly "incompetent," and frequently changed. It was the conviction of Mr. Beers and other friends of common schools that one of the most pressing and immediate wants was "*better teachers.*"

Mr. Barnard, in connection with his labors as Secretary of the Board of Education, had organized a Teachers' Institute in 1839, and another was held under his direction in 1840, but no provision was made by the General Assembly for the special education of teachers till 1847, when it directed the Superintendent of Common Schools to hold two or more institutes, annually, in each county of the state. The superin-

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tendent, Mr. Beers, in his report to the assembly in 1848, says: "These conventions or schools for teachers constitute the most important events in the history of our common schools for the last ten years. * * * * No single agency has so soon and so widely, with such success and general acceptance, been devised and applied to the improvement of common schools."

On the organization of the Normal School in 1850, the law was changed so as to require but one institute in each county, each year. With the exception of an omission of two institutes during the time of the special efforts by the governor to raise troops for the army, during the late war, these meetings for teachers were held annually, in every county of the state, till the last year. From 1847 to 1865, one hundred and seventy-five institutes were conducted by the Superintendent in more than one hundred different towns. At these institutes, many thousand teachers were gathered who had an opportunity to compare views, to discuss theories, to decide questions of doubt and to be instructed in science, and in methods of teaching and the principles of school government.

The Normal School went into operation in 1850, and since that time it has been an important instrumentality in training teachers for common schools. It is difficult to express by any tables or comparisons, the amount of good which has been secured by these two instrumentalities, but no one conversant with the condition and history of common schools can doubt that it has been very great. The most intelligent and active friends of general education have ever been the advocates and supporters of these measures. The qualifications of teachers have been greatly improved and those employed have been continued for consecutive terms in the same school. Previous to 1848, there was a change of teachers once or twice a year in most of the districts in the state. Four years later, though some changes had taken place in this respect, there were but 270 teachers in all our common schools, who had taught two successive seasons, or summer and winter in the same school. This number has been gradually increasing since, so that in 1858, there were 672 teachers who had taught two successive

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seasons in the same school; and in 1859, there were 711; in 1862, 748: in 1864, 949; and in 1865, 1074, or more than half of all the common schools had permanent teachers.

The bad condition of most of the school-houses early attracted the attention of the Superintendent. Copies of Mr. Barnard's work on school architecture were distributed; plans for school-houses were published with the annual reports, and the importance of improvement was frequently brought before the citizens of the towns most deficient, by conferences with them, and by public addresses. We have no means of reporting the precise condition of the school-houses in the state in 1846, and for a few years after, but in 1853, the number reported in good condition was 240, and in 1856, but 450. A special effort was then made to improve this class of buildings, and in 1857, 64 new school-houses were erected at a cost of $88,013 and old buildings were repaired at an expense of $34,314 or an aggregate of $128,337 was expended on school-houses in one year, and 570 were reported in good condition.

In 1858, 74 new ones were erected, and repairs were made, so that 782 were reported as good. The work of improvement was continued both by building new houses and by repairs till in 1864, 1335, or five-sixths of all the school-houses in the state were in good condition. More than three quarters of a million of dollars have been expended on school-houses alone during the last ten years. The number of school-houses furnished with apparatus, libraries and maps, has also proportionably increased, and the number with enclosed yards has increased from 177 to 250 or more than forty per cent. in three years.

Another subject to which attention was given, was th attendance of pupils. The improvement in this particular may be seen from the fact that while the number of children enumerated in 1865, was 14,260 more than those enumerated in 1857, the number registered in winter was 16,923 greater than in 1857, and the number registered in summer 20,068 greater than in that year, or while the increase in the number enumerated, was less than 13 per cent., the increase

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in those attending school was more than 26 per cent. in winter, and more than 38 per cent. in summer. The average attendance was increased from 66 per cent. to 73 per cent. and the length of school terms, which in 1852, was but twenty-eight and a quarter weeks on an average for the year, had in ten years increased to thirty-five and three quarter weeks, so that in 1862, the privileges of the common school were open to the children of the state seven and a half weeks longer than in 1852.

After the office of superintendent was transferred from the Commissioner of the School Fund to the principal of the Normal school, and Hon. Henry Barnard was appointed to the office, he devoted considerable time in addition to that spent at institutes, in visiting different towns, meeting school officers and citizens, and visiting schools. This practice was continued by his successors, and some years nearly every town was visited. The superintendent would personally visit at least fifty towns and two hundred and fifty schools, and by such aid as he could command would reach many more. These public lectures, conferences with school officers and others, and suggestions to teachers did much to awaken an interest in common schools, and secure proper appliances as well as better methods of teaching. This interest was manifested in many ways, but perhaps in none has it been more significantly shown, than in the readiness to contribute the funds necessary for the support of schools.

In 1852, less than twenty towns or school societies taxed themselves for school purposes, and the whole amount raised by property tax was less than $20,000. In 1854, the law was passed requiring towns to raise by tax at least one per cent. on the grand list, and a little more than $70,000 was raised, annually, under this law. And the towns not only cheerfully complied with the requisitions of the law, but increased the amount raised by voluntary taxation, so that in 1858, $74,493 was thus raised by vote of the school districts or towns. This sum has been gradually increased year by year till in 1865, it amounted to more than $200,000 raised by tax in school districts, and at the same time

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$91,280 was raised by town tax for common schools, making an aggregate of $292,347 raised by tax for school purposes.

In 1856, school societies were abolished, and the management of schools was transferred to towns, and the same year, the "Library law" was passed. Both of these measures have been productive of much good. Previous to the late war and for a time during its continuance, Town and County Associations for the improvement of schools, were efficiently supported in many parts of the state. These associations, composed of active teachers and school officers, and the public meetings of citizens held in connection with them, have been instrumental in diffusing information respecting methods of teaching and the wants of common schools, and have in many places awakened an interest in education which has been manifested in measures for increasing the benefits conferred by these schools.

The improvements which were secured in the last fifteen years preceding the first of September, 1865, may be concisely stated as follows:

The number of good school-houses was increased		456	per ct.
" " " permanent teachers	" "	298	"
" length of school terms	" "	26	"
" average attendance was raised from	66 to 73		"

While the number of children enumerated increased less than 13 per cent., the number registered in winter was increased 26 per cent., and the number registered in summer more than 38 per cent., and the amount of money raised by taxation for school purposes was increased many hundred per cent.

These improvements have been made during a period which includes the financial revulsion of 1857, and the time of the late war when every town was heavily taxed for the support of government. Though these facts should not lead to a feeling that all has been done which is needful, they may encourage those now striving to advance the interests of education, and serve as a hopeful sign of what may be accomplished in the future.

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STATE TEACHERS' ASSOCIATION.

THE Twentieth Annual Meeting of the Connecticut State Teachers' Association was held in Middletown, the 25th and 26th of October.

There was a good number of teachers present, representing different classes of schools in various parts of the state, and the exercises were such as would interest not only those immediately connected with schools, but the friends of education, a number of whom were present.

The Association was called to order at seven o'clock, Thursday evening, by Prof. J. N. Bartlett, the President, and prayer was offered by Rev. Dr. Taylor of the Center Church. Hon. Benj. Douglas, Chairman of the Board of Education, in a very handsome speech, welcomed the association to the hospitalities of the city. The president appropriately responded; and the minutes of the last meeting were read by the secretary, L. L. Camp of New Haven.

It was voted that the chairman appoint the usual committees. Rev. J. L. Dudley addressed the meeting in his usual happy manner, for a few minutes, after which Prof. Moses T. Brown of Tuft College was introduced. He gave an exceedingly interesting lecture on "*Reading as a Fine Art.*" At the close of the lecture, Prof. Brown was requested to read some selections as illustrative of his lecture. He read two or three pieces with much power and feeling.

The usual committees were announced by the chair, and the meeting was adjourned till nine o'clock on Friday morning.

Committee on Nomination of Officers. A. Morse, C. Northend, N. B. Corbin, A. Parish, H. E. Sawyer.

Com. on Teachers and Places. F. F. Barrows, L. L. Camp.

Com. on Resolutions. C. Northend, L. Burleigh, A. N. Lewis, A. Morse, E. B. Jennings.

Com. to Collect Funds. J. M. Turner.

FRIDAY, Oct. 26th. The Association was called to order at half-past nine o'clock by the President.

Reading of the Scriptures by the President. Prayer was offered by F. F. Barrows.

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Minutes of the last meeting read by the secretary and adopted.

The subject of *A Course of Study for Graded Schools*, was discussed by Prof. D. C. Gilman, and Mr. H. E. Sawyer.

Committee on Common School Journal reported through its Chairman, F. F. Barrows. The report was accepted.

The report of the committee on ventilation was made by A. Morse of Hartford. Discussion of report postponed till afternoon.

The report of the Treasurer was presented by L. L. Camp, and was accepted.

The hour having arrived for the discussion of "*The Marking System*," the discussion was opened by D. P. Corbin of Willimantic. He was followed by L. M. Turner of Rockville, A. Morse of Hartford, John H. Peck of New Britain, and A. Parish of New Haven. All spoke in favor of some system of marking, except A. Morse of Hartford, whose remarks were against the practice.

A recess of five minutes was taken after which remarks of a general nature were made by Col. Homer B. Sprague of New Britain, Prof. Gilman and Mr. Parish of New Haven, and C. Northend, Esq., of New Britain. Adjourned to two o'clock P. M.

FRIDAY, P. M. Association was called to order by the President. Mr. A. Morse, Chairman of the Committee on the Nomination of Officers, reported. The report was accepted and the persons nominated were elected officers for the ensuing year, as follows:

F. F. BARROWS, Hartford, *President.*

HOMER B. SPRAGUE, New Britain,
A. PARISH, New Haven,
E. B. JENNINGS, New London,
N. H. WHITTEMORE, Norwich,
D. P. CORBIN, Willimantic,
A. N. LEWIS, Woodbury,
H. E. SAWYER, Middletown,
L. M. TURNER, Rockville,
} *Vice Presidents.*

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L. G. LEWIS, New Haven, *Treasurer.*
L. L. Camp, New Haven, *Recording Secretary.*
C. DAVIS, Norwich, *Corresponding Secretary.*

After the transaction of some miscellaneous business, Rev. Mr. Scudder, acting school visitor of Hartford, gave an able lecture on "*Enthusiasm in Teaching.*" Mr. Scudder spoke without notes, and in the manner of his lecture, offered a good example of the subject.

The Report on Ventilation was taken up, and discussed by A. Morse of Hartford and Mr. Robinson of Boston. Mr. Robinson described the system of ventilation used in many of the Boston Schools, known as "Robinson's system."

The question relating to the best methods of securing "*Moral Training*," was discussed by Rev. Mr. Walker of New Britain, Rev. Mr. Scudder of Hartford, and Rev. Mr. Dennison of Portland.

Association adjourned to 7½ o'clock.

The evening session was opened at the hour appointed, and the subject of *Grading Schools* presented for discussion. Remarks were made by Messrs. Jennings of New London, and Barrows and Morse of Hartford.

Reports from each county were called for, and responses were made from each county represented in the meeting. Short addresses were made by several teachers and friends of education, among whom were Messrs. Whittemore and Davis of Norwich, Peck of Windham, Coffin of Middletown, Corbin of Willimantic, Jennings of New London, Johnson of New Haven, Morse of Hartford, and Dr. Taylor and H. E. Sawyer of Middletown.

Voted, That the arrangements for the Common School Journal for the coming year be left with the committee on the Journal. The committee consists of the president and A. Parish and L. L. Camp of New Haven.

The Committee on Resolutions reported the following which were adopted.

Resolved, That our heart-felt and sincere thanks be extended to the citizens of Middletown for the very cordial and hospitable manner in which they have welcomed us to their homes during the session of our State Association; for the

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kind attention given to make our stay pleasant, we shall ever cherish feelings of gratitude and kind remembrance.

Resolved, That to the local committee of arrangements and especially to H. E. Sawyer, Esq., we are under weighty obligations for the admirable and complete manner in which they have provided for the wants of the Association.

Resolved, That the several railroad officers who have so largely contributed to augment the attendance upon this meeting by a liberal reduction of fares, be assured of our grateful appreciation of their kindness.

Resolved, That we express to Prof. M. T. Brown and to Rev. Mr. Scudder, our hearty thanks for their excellent addresses before the Association.

Resolved, That the organist of the church in which we have met, be assured of our thanks for the excellent music furnished at various times.

Resolved, That our cordial thanks be given to the proprietors of the Universalist Church for the use of their edifice during our session.

Resolved, That to Prof, J. N. Bartlett, our retiring President, we express our thanks for the faithful and courteous manner in which he has discharged the duties of presiding officer for the last two years.

Prof. Bartlett then made an appropriate speech, and the President elect, F. F. Barrows, was inducted to the office. After a few remarks by the President, themeeting was adjourned.

THE JOURNAL—OUR THANKS.

With the issue of this number, our connection with the Common School Journal closes. We assumed the charge of it this year in compliance with the request of the committee of publication, and at the urgent solicitation of many members of the State Teachers' Association. At the beginning of the year, a letter was addressed to the Secretary of the Board of Education, inviting him and members of the Board to furnish articles for the Journal, and offering such a portion of each number, as they might desire, for their exclusive use.

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Circumstances which could not have been forseen have caused us to be absent from the state and country a portion of the year. During our absence in the summer, Mr Northend, the former able editor of the Journal, very kindly took charge of it, and edited the June and July numbers. We were fortunate in being able to leave the Journal with one so experienced and who had also taken so deep an interest in its success.

We are under special obligations to Mr. Northend for his kindness and aid through the year. We would also here express our thanks to the teachers and other friends who have furnished contributions, or have interested themselves in extending the circulation of the Journal. We accepted the charge of it, expecting that it would require much time and labor, and be attended with some pecuniary loss. We have not been disappointed. We believe an Educational periodical well conducted, is an advantage to the educational interests of any state, and we hope that the Conn. Common School Journal which has now been sustained for more than twenty years will be constantly improved and made more and more an instrument of good to the schools of the state. Though our field of labor is at present in another state, we shall ever remember our pleasant relations to the teachers of Connecticut.

We wish them all prosperity and happiness, and hope that success may ever crown their efforts.

LOCAL AND PERSONAL.

BRIDGEPORT. Mr. Calvin B. McLean has resigned the position of principal of the High School of this city.

On his taking leave of the school, he was presented with a handsome service of plate by the teachers and pupils. Mr. McLean has been an efficient teacher and his departure from the school is much regretted. He has engaged in the insurance business and is now located in Hartford.

Mr. John Gaffney has also resigned his position as principal of the Golden Hill public school, and we believe has engaged in business elsewhere.

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HARTFORD. The Center district of Hartford have a new school-house commenced, which will, if completed after the plan adopted, be equal to any school-house in New England. This district has had the wisdom to retain in office for several years its prudent and efficient committee, and he will see that nothing is wanting to make the new building in every respect, convenient for the school.

ROCKVILLE. Mr. L. M. Turner who for eleven years has been principal of the school in the east district, Rockville, has resigned. Mr. Turner has been a faithful teacher and has secured many friends in this place.

NEW YORK. There are in New York city 268 schools, with an attendance of 219,769.

BUFFALO. One of the New York Normal schools has been located at Buffalo. Mr. Ketchum has given the ground for a site, and the committee intend to erect a building which shall be an honor to the city, and a convenience to the school when opened.

FREEDMEN'S SCHOOLS. The whole number of day schools in all the districts of the Bureau is 975, with 1405 teachers and 901,778 pupils; 123 of these schools, employing 200 teachers, are in Virginia.

TO SUBSCRIBERS. We have fulfilled the arrangement made with the Committee of the State Teachers' Association, and published the usual number of issues of the Journal, for 1866. There are several subscribers who have not yet paid for the present year.

Bills will be sent to such with this number, and they are invited to remit the amount as early as convenient. Letters, and remittances for 1866, may be addressed to D. N. CAMP, St. John's College, Annapolis, Maryland.

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